



LUND  
UNIVERSITY

SCHOOL OF  
ECONOMICS AND  
MANAGEMENT

# Handbook for teachers

DEPARTMENT OF INFORMATICS



# Content

<b>PRACTICAL MATTERS</b> .....	<b>5</b>
THE DEPARTMENT OF INFORMATICS'S STAFF PAGES .....	5
ADMINISTRATIVE STAFF .....	5
VISITING HOURS FOR TEACHERS .....	5
COMMUNICATING BY E-MAIL .....	5
LUCRIS .....	5
<b>RESPONSIBILITIES FOR TEACHERS</b> .....	<b>6</b>
COURSE PAGES ON CANVAS AND WEB .....	6
REPORT AND CERTIFY GRADES .....	6
COURSE EVALUATIONS AND SCORE CARDS .....	6
PLAN COURSE .....	6
BUDGET COURSE .....	7
SCHEDULE COURSE .....	7
COORDINATE TEACHERS ON THE COURSE .....	7
MAINTAIN SYLLABUS AND COURSE .....	7
<b>MAINTAIN AND CREATE NEW COURSES</b> .....	<b>8</b>
SYLLABI AND LITERATURE LISTS .....	8
CREATE A NEW COURSE .....	8
CHANGES TO AN EXISTING SYLLABUS .....	8
CHANGES TO COURSE LITERATURE .....	8
INSTRUCTIONS AND DEADLINES .....	8
<b>TEACHING</b> .....	<b>9</b>
GO DIGITAL .....	9
ASSISTANCE FROM TEACHING ASSISTANTS .....	9
ORDERING BOOKS .....	9
SOFTWARE INSTALLATIONS .....	9
GUEST LECTURERS .....	10
ADMISSION AND REGISTRATION .....	10
RULES FOR AUDIO RECORDING, PHOTOGRAPHY AND VIDEO RECORDING DURING TEACHING SESSIONS .....	10
<b>SCHEDULING</b> .....	<b>11</b>
WHAT TO SCHEDULE .....	11
SCHEDULING EXAMINATIONS .....	11
COURSES AT THE SECOND PERIOD OF THE SEMESTER .....	12
SCHEDULE CHANGES .....	12
<b>CANVAS</b> .....	<b>12</b>
COURSE IN CANVAS .....	12
CREATE CONTENT .....	12
ACCESSIBILITY OF COURSE CONTENT .....	13
STUDENTS ON COURSE .....	13
INFORM THE STUDENTS .....	13
CHECKLIST – COURSE START .....	13
<b>KEEP IN MIND – BEFORE THE START OF A NEW SEMESTER</b> .....	<b>15</b>

<b>THE START OF A COURSE .....</b>	<b>16</b>
CANVAS .....	16
INTRODUCTION MEETING .....	16
ROLL CALL.....	16
<b>STUDENT EXAMINATIONS.....</b>	<b>16</b>
FAIR EXAMINATIONS – UKÄ GUIDELINES.....	16
STUDENTS’ NEED TO REGISTER FOR EXAMS .....	17
LOSS OF A STUDENT’S EXAMINATION PAPER .....	17
GIVING WRITTEN EXAMINATIONS AT/FOR OTHER UNIVERSITIES .....	17
COURSES THAT ARE SIGNIFICANTLY CHANGED OR TERMINATED .....	17
STUDENT’S RIGHT TO A NEW EXAMINER .....	17
STUDENTS WITH DISABILITIES .....	17
CREDIT TRANSFER.....	18
<b>WRITTEN EXAMS .....</b>	<b>18</b>
ANONYMOUS EXAMS .....	18
DESIGNING THE EXAM .....	18
BEFORE THE EXAM.....	19
PRESENCE AT THE EXAM.....	19
AFTER THE EXAM.....	19
DIGITAL EXAMINATIONS IN INSPERA .....	19
<b>ASSIGNMENTS AND TAKE-HOME EXAMS .....</b>	<b>22</b>
PUBLISHING IN CANVAS .....	22
HAND-IN .....	22
RE-EXAMINATION AND COMPLETION .....	22
<b>ESSAYS AND THESES .....</b>	<b>22</b>
<b>URKUND.....</b>	<b>23</b>
<b>GRADING.....</b>	<b>23</b>
GRADING CRITERIA .....	23
COURSE GRADE.....	24
<b>REPORTING GRADES .....</b>	<b>24</b>
HOW TO REPORT GRADES.....	24
DATES AND SCORES .....	25
COMMUNICATING RESULTS TO STUDENTS.....	25
<b>LADOK.....</b>	<b>26</b>
REPORTING RESULTS .....	26
KEEPING TRACK OF PARTS OF AN MODULE (PROV).....	26
REMOVAL AND CHANGE OF RESULTS.....	26
CERTIFYING RESULT.....	27
<b>CHANGE AND CORRECTION OF GRADES .....</b>	<b>27</b>
CHANGE OF GRADE .....	27
CORRECTION OF GRADE .....	28
<b>DISCIPLINARY MATTERS.....</b>	<b>28</b>
WHEN TO REPORT AND TO WHOM .....	28
SUSPENSION OF STUDENT – WHAT DOES IT MEAN? .....	29

PREVENTION – INFORMATION FOR STUDENTS .....	29
<b>KEEP IN MIND – DURING THE SEMESTER.....</b>	<b>30</b>
<b>COURSE EVALUATIONS .....</b>	<b>31</b>
COURSE VALUATIONS (STUDENT SURVEY) .....	31
TEACHER’S TEAM MEETING.....	32
DOCUMENTATION AND COURSE ANALYSIS .....	32
COURSE EVALUATION SUMMARY .....	32
<b>KEEP IN MIND – WHEN THE COURSE IS FINISHED .....</b>	<b>33</b>
<b>PROCEDURES FOR PUBLIC DISCLOSURE REQUESTS .....</b>	<b>34</b>
<b>USEFUL LINKS .....</b>	<b>34</b>
ACADEMIC SKILLS SERVICE .....	34
FAIR EXAMINATION (RÄTTSSÄKER EXAMINATION).....	34
INTERNAL TRAINING COURSES .....	34
LADOK QUICK REFERENCE GUIDES .....	34
LUSEM STAFF PAGES .....	34
LUND UNIVERSITY STUDENT LIST OF RIGHTS.....	34
LUSEM’S HARVARD REFERENCE STYLE GUIDE.....	35
RULES CONCERNING EXAMS ON COURSE.....	35
STAFF PAGES FOR THE DEPARTMENT OF INFORMATICS’ .....	35
STUDENT SUPPORT .....	35
TEACHING AND LEARNING ONLINE .....	35
<b>DOCUMENT INFORMATION .....</b>	<b>36</b>

# Practical matters

This handbook is a guide and support to teachers at the Department of Informatics. It covers responsibilities, tasks and administrative matters concerning teaching at first- and second cycle studies. For questions about the content or the teacher's areas of responsibility and tasks, please turn to the director of studies.

## Director of studies for first- and second cycle studies

[Björn Svensson](#)

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Room: EC2-281

## THE DEPARTMENT OF INFORMATICS'S STAFF PAGES

More useful information and links for teachers can be found on the departments Staff Pages:

[Teaching at Informatics](#).

## ADMINISTRATIVE STAFF

The administrative staff supports and assists the teachers on different matters. At the department there are four administrators employed: study administrator [Anna Holmes](#), study advisor [Viktoria Svenby](#), financial officer [Mari Lundberg](#) and coordinator [Linda Öberg](#).

You find information about the administrative service and their contact information on [the administration page on the department's staff pages](#).

## VISITING HOURS FOR TEACHERS

All teachers must have consultation time for students for at least one hour per week during the semester. Teachers who work part time or are temporarily employed, are required to have visiting hours as long as they have a course running and up to the date of the retake exam. The visiting hours can either be drop-in or bookable e.g. via Canvas or e-mail.

Information regarding visiting hours and how they are handled must be published on the courses in Canvas, and by the office door.

## COMMUNICATING BY E-MAIL

Teachers are expected to reply to e-mails from students without undue delay<sup>1</sup>, preferable within one day but no longer than three days, during the semester.

## LUCRIS

All teachers are responsible for keeping the personal page in LUCRIS updated – in both Swedish and English. The teacher edits the profile directly in [the LUCRIS system](#). For questions regarding LUCRIS, please contact coordinator [Linda Öberg](#) or [Emelie Estling](#) at [LUSEM's library](#).

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<sup>1</sup> The Administrative Procedure Act (Förvaltningslagen) 6§

# Responsibilities for teachers

The teacher's role encompasses pedagogical as well as administrative aspects.

The teacher's administrative tasks includes the following:

- Maintain course pages on Canvas and web
- Report and certify (*attestera*) grades
- Conduct course evaluations (this is the course director's responsibility but the task can be delegated to a teacher on the course).

A teacher can also be appointed as course director. This is done by the director of studies.

The course director's role and responsibilities<sup>2</sup> are decided by the department board and includes the above as well as the following tasks:

- Plan, budget and schedule course
- Coordinate teachers on the course
- Fill out and submit scorecard
- Maintain syllabus
- Maintain and develop course

## COURSE PAGES ON CANVAS AND WEB

Every teacher must update and maintain information about their courses on Canvas. Read more in the section [Canvas](#).

The teacher is also responsible for keeping the course descriptions up to date. Each course should have one description in English and one in Swedish. The course descriptions can be found on the course web page. For changes and updates email coordinator [Linda Öberg](#) who implements the changes on the web and in Lugas.

## REPORT AND CERTIFY GRADES

The examiner must ensure that grades are reported and certified according to the instructions available. This task is normally delegated to the respective examiner on each sub course.

Read more in sections [Grading](#) and [Reporting grades](#).

## COURSE EVALUATIONS AND SCORE CARDS

The course director must within a reasonable time after the course has been completed, fill out a scorecard.

The scorecard is based on students' and teachers' impressions of the course in the form of course evaluations and other communicated impressions.

The course director is responsible for the course evaluation being carried out. The task can be delegated to the others in the teachers' team.

Read more in the section [Course evaluations](#).

## PLAN COURSE

It is the course director's job to plan the course in collaboration with fellow teachers on the course. The

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<sup>2</sup> Department board 2012-10-08. Job description. Tasks and responsibilities of the course director. (In Swedish)

planning includes, among other things, budgeting and scheduling. See sections below.

### **BUDGET COURSE**

The director of studies will, based on given courses and the expected number of students, calculate the resources required for courses and assign staff based on a standard cost/revenue analysis.

If the course needs to exceed or go below the estimate that is provided, this must be discussed with the director of studies as soon as possible.

In order for this process to work, the course director needs to make a budget for the course based on the existing template for course budgets. The template used at the Department of Informatics contains the standards used for calculating time spent on courses and will, once filled in, generate a total estimate for the course. The number of students and groups can be obtained from the director of studies.

The course budget shall be submitted to the director of studies well ahead of the course's starting date.

### **SCHEDULE COURSE**

The course director schedules the course to meet the course budget. The teaching elements that have been budgeted should therefore also be found in the course schedule. The proposed schedule is submitted to the administrator [Anna Holmes](#) on request.

Read more in the section [Scheduling](#).

### **COORDINATE TEACHERS ON THE COURSE**

It is the course director's job to arrange meetings between the teachers on the course.

It is advisable to have teachers' team meetings before the course starts and after the end of the course.

The meeting before the start of the course can, for example, discuss the schedule, the distribution of work, the examination structure and the correction, the connection between lectures and lessons, etc.

At the meeting after the end of the course, the focus should be on evaluation of the course and how the course should be improved.

### **MAINTAIN SYLLABUS AND COURSE**

The course director is to ensure that the course is maintained and developed. Of course this is done in collaboration with other teachers on the course when the course is run by a teachers' team.

It is also the course director's responsibility to make sure that the syllabus is correct and followed. This implies that the types of teaching and examinations stated in the syllabus are actually used and represented in the course budget and that the course learning outcomes are met.

Read more in the next section.

# Maintain and create new courses

## SYLLABI AND LITERATURE LISTS

The syllabus is the legal document that regulates the conditions for admission to and completion of the course. It specifies the course's learning outcomes, content, design, assessment/examination, entry requirements, grading scale and further information, like what teaching sessions that are mandatory. It also states the level and number of credits of the course. The syllabus must be published when the applications for the course opens.

Information about course literature is given separately in the literature list. The literature list must be available on the course's website at least two months before the course starts.

Syllabi and literature lists are administrated in Lubas by coordinator [Linda Öberg](#).

The syllabus and literature list can be found on the course page on the web and in Canvas.

## CREATE A NEW COURSE

Teachers are encouraged to suggest new relevant courses. New courses are proposed to the director of studies, who brings the suggestion to the management team. After deciding to develop the new course, an appointed course director develops a proposal for the course syllabus. For further instructions and deadlines see section below.

## CHANGES TO AN EXISTING SYLLABUS

All changes that affect the course syllabus (including the set of exams) need to be approved by the department board. For instructions and deadlines see section below. Changes that do not affect the course syllabus or the course literature can be made without going through the board.

Some changes require a new course code, i.e. a new syllabus, like changing the name, number of credits, level, entry requirements, etc.

For information and questions contact coordinator [Linda Öberg](#).

## CHANGES TO COURSE LITERATURE

Changes to course literature that entail adding or removing works from the literature list requires approval from the department board. If the change simply entails updating existing works to newer versions (e.g. updating a book from edition 4 to edition 5), the change does not need to go through the board but it needs to be approved by the director of studies.

For instructions and deadlines see section below.

## INSTRUCTIONS AND DEADLINES

Proposals to the department board, regarding syllabi or literature lists, are sent to the director of studies [Björn Svensson](#). The proposal must explain and argue for the desired changes and its possible consequences. When editing a course syllabus, preferably use the Microsoft Word feature *Track changes* to explicitly show the changes. For retrieval of the syllabus or literature list in Word-format, or for any questions, contact coordinator [Linda Öberg](#).

The director of studies brings the proposal to [GuKom](#) for discussion. After approval in GuKom, the matter is passed on to the department board for decision.

Deadlines for upcoming autumn term:

- Syllabus incl. set of exams – proposals sent to the director of studies by 1 October.
- Literature lists – proposals sent to the director of studies by 1 May.

Deadlines for upcoming spring term:

- Syllabus incl. set of exams – proposals sent to the director of studies by 1 May.
- Literature lists – proposals sent to the director of studies by 1 October.

# Teaching

## GO DIGITAL

Information about tools for digital meetings, online teaching, digital examinations and thesis supervision as well as some good examples and technical advice, can be found on the [Go Digital](#) pages on LUSEM Staff Pages.

More information can be found on the Lund University page [Teaching and Learning Online](#), such as activities and resources, inspiration and news. Also check the calendar for any inspirational workshop or event and sign up for the newsletter.

## ASSISTANCE FROM TEACHING ASSISTANTS

The department usually employs two teaching assistants during autumn and spring semesters. These are students who have proven themselves to be exceptionally technically and pedagogically qualified. The teaching assistants assist on the more technical courses given such as those in, for example, programming or databases. The teaching assistants are also responsible for recruiting fellow competent students as lab assistants whenever needed. The teaching assistants usually staff, run the labs and manage scheduling of themselves and the lab assistants.

If the teaching assistants are needed on a course, the teacher must first get the use approved by the director of studies. Upon approval of such a request the teacher can, in collaboration with the director of studies and the teaching assistants, work out the details of their involvement.

## ORDERING BOOKS

To use a specific book in teaching, it is possible to ask the publisher of the book for a sample. This can usually be done electronically through the publisher's web site.

When the required book is not available from our procured suppliers the teachers themselves must order the book. In that case the purchase must, as always, first be approved by the head of department, [Nicklas Holmberg](#). In order to be reimbursed for the expense, an outlay must be created in Primula. Print out a copy of the outlay, note on the outlay that the required book is not available from our procured suppliers, and hand in the copy of the outlay and the receipt for the book to the financial officer [Mari Lundberg](#).

For any questions regarding purchases please contact the financial officer [Mari Lundberg](#).

## SOFTWARE INSTALLATIONS

We are under obligation to provide students with the resources required to complete their studies. This implies that if certain software is required for a course, the teacher must make sure it is installed on the school's computers.

Software is ordered through LDC at [servicedesk@lu.se](mailto:servicedesk@lu.se).

If the acquisition of the software involves any cost, the purchase must first be approved by the head of department, before it is carried out.

### **GUEST LECTURERS**

The department and students appreciate visits from guest lectures on courses.

The teacher chooses who to invite as a guest lecturer. If help is needed to find a guest lecture from a specific industry or subject area feel free, to contact [Corporate Relations](#) (*Stiftelsen Partnerskapet*).

Ask the administrator [Anna Holmes](#) for help scheduling the guest lecture. If the visit involves costs such as travelling, accommodation etc., the head of department must be consulted.

For gifts please contact the coordinator [Linda Öberg](#). For parking permits contact the financial administrator [Mari Lundberg](#).

### **ADMISSION AND REGISTRATION**

In order to study a course a student must be admitted and registered (or re-registered). Unregistered students should contact the study advisor or the administrator.

When the course starts, only registered students (or re-registered) have access to the course in Canvas. Questions about access to canvas should be forwarded to the administrator [Anna Holmes](#).

Sometimes the teacher gets questions from students (or prospective students) regarding admission and registration. Always forward these questions to the study advisor [Viktoria Svenby](#), when it comes to courses at the undergraduate level, and to the administrator [Anna Holmes](#), when it comes to master level courses.

### **RULES FOR AUDIO RECORDING, PHOTOGRAPHY AND VIDEO RECORDING DURING TEACHING SESSIONS**

The university has decided that the following rules apply for recording of lectures, seminars and other types of instructions at Lund University<sup>33</sup>:

1. Audio recording, photography and video recording during teaching sessions is prohibited.
2. The teacher can expressly give permission to record the current teaching session. The teacher also regulates the terms, which shall apply for the recording, for example, only audio recording is permitted. A student who is actively in the teaching session has the right to demand recording to be prohibited.
3. A student with disabilities, which due to the disability has been given learning support by the university's department for disability support services, owns the right to record lectures. Such recording must be done by the student them self by personal attendance at the lecture. This should be notified well ahead of time before the lecture.
4. A recording of a teaching session cannot be disseminated or be made available in a way that goes against the law (1960:729) regarding copyright to literary and artistic works or other law. Recordings are strictly for student's personal use.

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<sup>33</sup> Ref no LS 2011/893

# Scheduling

The administrator will send a message to the teachers when it is time to start working on the schedule for the upcoming semester. Please respect the deadline for submitting the schedule proposal. Note that the first come, first served method is used.

Submit a proposal containing the name and course code for the relevant course (as well as the sub-course if applicable). Then compile a plan with date and time and tuition type as well as eventual booking notes.

After the administrator has received the schedule proposal, work begins on booking the schedule. When this is done, the administrator will check with the teacher (via e-mail) if the final schedule is feasible. After the teacher approves the schedule, this is published and it becomes visible to the students.

All schedules is found in [TimeEdit](#). Change language at the top right corner. By using the search function, schedules for courses, staff, venues etc. can be obtained.

The department follows the [Academic calendar for Lund University](#).

## WHAT TO SCHEDULE

The following needs to be included in the schedule:

- **Lectures**
- **Lessons**
- **Workshops**
- **Labs**
- **Guest lectures**
- **Repetition**
- **Examinations** – make a note in the schedule if it is a digital exam.
- **Re-examinations** – retakes must not be scheduled earlier than five weeks after the ordinary exam. See more information below.
- **Exam feedback sessions** – is scheduled three weeks after the examination.
- **Assignments and take-home exams** – date and time for submissions as well as publications of assignments.
- **Learning portfolio** – time for submission is scheduled on the last day of the semester.

If the scheduled session is mandatory for the students to attend, it must be clearly stated in the schedule with “Mandatory”.

## SCHEDULING EXAMINATIONS

In accordance with *the Student List of Rights* we are under obligation to avoid scheduling exams after 19:00 (this does not apply on evening courses). Ordinary examinations should not be scheduled on Saturdays, Sundays or public holidays unless there are special reasons for doing so. In that case a consultation with an elected student representative or the student union must first take place.

Examinations are not to be held later than one week after the end of the spring semester or earlier than two weeks before the start of the autumn semester (does not apply to summer courses). Exams may be held during this period if there is an agreement between the teacher and the students to do so.

Furthermore, we are obligated to schedule three examinations for a course:

1. Ordinary examination.
2. Re-take examinations.
3. One further examination - in May for courses from the autumn semester and in August for courses from the spring semester. Note that this does not apply to courses that are given twice a year.

### **COURSES AT THE SECOND PERIOD OF THE SEMESTER**

Exchange students must be able to finish their studies before they leave, often in late December. If this is not possible, arrangements must be made so that they can finish from home, for example by online examinations. This applies only to courses that are offered to exchange students.

### **SCHEDULE CHANGES**

Changes to the schedule must be avoided after the schedule has been published<sup>4</sup>. After a course has started, schedule changes may only be implemented in case of unforeseen events or in agreement with the students. If there is a risk that a lack of teaching may affect the student's ability to achieve the learning objectives, it must be replaced with a suitable alternative.

If time and place, for an exam or introduction meeting, has been announced it shall not be subject to change. If a change is absolutely necessary, it must be approved by the director of studies before the changes are implemented in the schedule. It is also important to inform all students on the course as well as the study advisor. When it comes to exams, an extra exam may be offered. Keep in mind that there may be students from previous semesters planning to take the exam.

## **Canvas**

Canvas is Lund University's learning platform for teaching and learning. Canvas enables many forms of communication, for instance via forum, chat or mail. It is possible to structure course material with uploaded documents, images, videos – in themes or weeks – in order to make it accessible and easy to find for the students. The student's knowledge can be tested through formative or summative quizzes or assignments. The results of different assignments can be registered in order to keep track of the student's progress in a course and is visible in *Grades*.

[About Canvas](#)

[Log into Canvas with your Lucat](#)

### **COURSE IN CANVAS**

At least one month ahead of the start of the semester, the administrator creates the relevant courses in Canvas. A template for the course page design is applied and basic information such as schedule, syllabus, literature list, contact information, examination rules, information about academic misconduct etc. is added and the page is published. This gives admitted students a chance to inform themselves well ahead of the course start.

### **CREATE CONTENT**

As soon as the course is created the teacher can start working on the content. As the course is already published, it is important to be careful about which material is published and which is not.

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<sup>4</sup> List of Rights –Lund University students' rights and responsibilities, section 3.8

The teacher is responsible for ensuring that the following appears somewhere on the course in Canvas.

- Mandatory attendance and what applies if absent.
- Lesson plan and reading instructions
- Examinations – what type and how they are conducted
- How the expected study results, teaching and various examination assignments relate to the grading criteria and how different exam assignments are weighted in the grade (unless this is already indicated in the grading criteria).
- Information on how course evaluation takes place

### ACCESSIBILITY OF COURSE CONTENT

Ally is a function in Canvas which gives the students access to course material in alternative formats and assists teachers in creating accessible content. Ally provides advice and tips for long term improvement of content accessibility. Ally achieves this in the following ways:

- Generates alternative formats which participants can download
- Provides feedback of the accessibility of the content
- Assists in improving the accessibility of the content with step by step instructions

[More information in Swedish](#)

[More information in English](#)

### STUDENTS ON COURSE

The course is available to all admitted students until the start of the course. After that, only registered students continue to have access. Re-registered students are given access manually by the administrator. There are two types of students in Canvas: “Ladokstudent” which is a first-time registered student, and, “manual student” which is a re-registered student. A student who has lost access to Canvas is probably not registered. These should contact the administrator as soon as possible.

### INFORM THE STUDENTS

At the beginning of a course it is valuable to inform the students of how the course in Canvas is meant to work. Have a dialog with the students on how to:

- communicate and interact throughout the course,
- access the learning material,
- see what your thoughts are on assignments and how they will access the feedback,
- use the calendar,
- carry out group activities etc.

### CHECKLIST – COURSE START



*Copy your material from your sandbox or previous course* | If you have built your course material in a sandbox or in a previous course there is an easy way to [copy it to your actual course](#). Please contact your administrator in order to access the course. More about this in the module [What to consider before you start](#)



*Check your modules* | If you have used modules to create a workflow in your course, you need to [check if it and the content within is green dashed \(= published\)](#). It is also important that you make sure that you have not used a form of [double navigation](#) which will make it really difficult for your students to find the course material they need. More about this in the module [Check your modules](#).



*Check your course with the student view* | Check what your course will actually look like from the student perspective by clicking on [Student view](#). Is everything still visible? Click through your course and if possible have a colleague or a student assistant go through it.



*Check your links* | There is a practical feature in Canvas which helps you check that all your links are working. Click on Settings in the course menu and then choose [Validate links](#) to the right.



*Publish the course material* | Once you are happy with all the above, it is time to publish your material so that it becomes visible to the students. Note that since the course itself already is published, you should only publish current material.



*How can I support my students?* | Support your students by explaining how you intend for them to [interact with course content and communicate with peers and teachers within your course](#). You can use the [Canvas guide for students](#) as support when communicating with your students. Also tell the students to download the *Canvas Student app* to their smartphone for easy access to Canvas.

# Keep in mind

## – before the start of a new semester

Any **changes to a course syllabus** must be made in good time before the application period opens and the course is announced. This means no later than 1 September for applications for the spring term, no later than 1 February for applications for the autumn term.

Any **course literature changes** must be made no later than two months before the start of the course.

Make sure the **course website** has accurate information regarding the course.

The basis for **planning the course** – lesson plan, lesson schedule, room booking – are the learning objectives stated in the course syllabus. Based on these, the examination is decided and only then is the teaching structure planned. Choice between different **pedagogical teaching methods** – lectures, guest lectures, lessons, case discussions, etc. – should be based on stimuli for in-depth learning.

The course is **scheduled** in TimeEdit. Upcoming semester schedules are available to students in December before the spring semester and in June before the autumn semester. The administrator sets the schedule according to the teacher's instructions, which the teacher then reviews and approves.

Before the course starts, the course director holds a **teacher team meeting**. The meeting can, for example, deal with the division of work, examination design and correction, connection between lectures and lessons and connection between possible modules.

The course in **Canvas** is created and published by the administrator. The course director creates content and makes sure the course is updated, and that the content is published before the course starts. The course must contain a lesson plan with reading instructions, relevant links, lecture materials, deadlines and other current information.

Students must be informed about how the course is **examined** and criteria for different grades before the course starts. The schedule must always state when and where the examination is conducted.

# The start of a course

## CANVAS

Well ahead of the start of the semester, the administrator creates and publishes the course page in Canvas. Before the course starts, the teacher must add and publish relevant content and information.

If the introduction meeting is to be held online, a link to the meeting should be available well in advance of the meeting starting.

## INTRODUCTION MEETING

Normally a course starts with an introduction meeting. The introduction meeting consists of information about the course in general and a roll-call. It is also appropriate to use the opportunity to address the importance of participating in course evaluation and what changes have been made, if any, since the last time the course was given.

## ROLL CALL

At the introduction meeting of the course the course director should hold a roll call. In this way, we make sure that no unregistered student follows the course, and that registered students are attending. The teacher will receive a student list to use from the administrator the week before the start of the course. After the roll call, the list is returned, with relevant notes.

# Student examinations

This section deals with regulations and common routines regarding examination of students. The next section deals more specifically with examination forms such as written exams, take home exams, assignments and theses.

## FAIR EXAMINATIONS – UKÄ GUIDELINES

Regulations regarding examinations of students as stated in the UKÄ guideline *Fair Examinations*:

- The course syllabus must state the forms of examination
- An examiner determines a grade based on the form or forms of assessment of student performance stated in the course syllabus
- For written examinations, an examiner should try to arrange anonymous tests (see [Anonymous exams](#))
- With regard to the examination language, the primary rule is that students must use Swedish
- An examiner is responsible for grading impartially
- A student is entitled to be informed of what has contributed to the grading decision
- Grounds for suspicions of cheating shall be reported (read more under [Disciplinary matters](#))
- A grading decision can always be changed before the student has been informed of it. The examiner is obligated to change an incorrect grade if it can be done quickly, easily and without lowering the grade (read more under [Change and correction of grades](#))
- For continual examination, the examination rules need to clarify what will be assessed by the examiner and how the examiner will make a decision based on student performance

[The document: Rättssäker examination](#) (in Swedish only). [A summary of the document](#) (in English)

## STUDENTS' NEED TO REGISTER FOR EXAMS

Students are automatically registered for the ordinary and re-take exams while the course is given. Registering for exams is however mandatory for May and August retakes and is done by the students themselves in the *Student Portal* or by sending an e-mail to [study@ics.lu.se](mailto:study@ics.lu.se).

## LOSS OF A STUDENT'S EXAMINATION PAPER

Much care and deliberation should be taken as to not lose or misplace students' written exams during the grading process. If, however, the unfortunate event of losing a student's written exam should occur, the student has the right to a new examination opportunity within one week. This exam may be scheduled later, at the request of the student.

## GIVING WRITTEN EXAMINATIONS AT/FOR OTHER UNIVERSITIES

The department has no obligation to organize examinations for students who wants to take a written examination at other universities. All inquiries should be forwarded to the administrator.

## COURSES THAT ARE SIGNIFICANTLY CHANGED OR TERMINATED

When the content of a course is changed significantly, whether by changes to the reading list or otherwise, the University has an obligation to offer examinations in accordance with the former course content for a period of one year following the change. The student shall be given the opportunity to re-examine on three occasions for at least one year after the change.

In some cases, remaining students on a terminated course may be examined on a new course through set transitional rules. In cases where this is not possible, the above rules is to be applied.

## STUDENT'S RIGHT TO A NEW EXAMINER

Students who have been examined twice on a course or a part of a course without obtaining a passing grade are entitled to another examiner, unless there are special reasons to the contrary.<sup>5</sup>

When the student wants a new examiner, the student must be referred to the director of studies [Björn Svensson](#), who handles the matter. The decision is then made by the head of department, Nicklas Holmberg. In cases where the examiner (to be replaced) is the same person as the director of studies, the matter must be handled in its entirety by the head of department.

In order for a student to get the application approved, the result must have been registered in Ladok. The student cannot demand a new examination opportunity, what applies is a new examiner at the next planned examination opportunity.

## STUDENTS WITH DISABILITIES

Students with disabilities, for example dyslexia, ADHD, autism or other neuropsychiatric disabilities can get special arrangements for exams. The student must contact the Accessibility Officer at the [Disability Support Services](#) at Lund University (*Avdelningen för pedagogiskt stöd*) in order to get access to the special arrangements. The teacher decides on the possibility of conducting an exam orally instead of in writing.

The support can, for example, involve exams in a small group, on a computer, with extra time (normally one extra hour). It is up to the teacher to decide whether the request for an oral exam should be met.

When it comes to submissions such as take-home examinations or reports, the student can agree with the

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<sup>5</sup> The Higher Education Ordinance (1993:100) 6:22

teacher on an extended submission deadline. The student must request extra time at the latest in connection with when the assignment is handed out. It is up to the teacher to decide how much extra time the student should be given.

If the student needs extra supervising, for example when writing a bachelor thesis, this must be an agreement between *Disability Support Services* and the department, in which it is stated that *Disability Support Services* will cover the extra costs for the department. Extra supervising can only be available if it is possible for the department to put in the extra time. The student must get in contact with the Accessibility Officer to start the process.

### **CREDIT TRANSFER**

A student can apply for a credit transfer based on previous education or professional experience.<sup>6</sup>

The student submits the application and documentation to the programme coordinator, who inquires with the teacher about whether crediting may be relevant.

The application for credit transfer must be assessed generously on the basis of the qualifications claimed. This is done with regard to the content, scope and level of the merit, which must be consistent with the course intended to be credited. An application for credit transfer must be approved if there are no significant differences.

If the teacher approves the credit transfer, this is carried out by the programme coordinator in Ladok. The teacher or the director of studies certifies the decision in Ladok.

## Written Exams

At the start of a course, inform the students of the rules on examination, the requirements to undergo examination, if it is done digitally or on paper, the grounds for assessment and permitted aids during the examination. At the latest in conjunction with the examination, inform the students of the number of marks available for each question.

LUSEM has set up [common rules regarding written exams](#).

### **ANONYMOUS EXAMS**

According to the *List of Rights*, it is recommended to use anonymous exams as much as possible, if the form of examination allows it.<sup>7</sup> This must be notified to the administrator in connection with the scheduling so that the necessary preparations can be made. The exam is in these cases anonymous for the teaching staff member conducting the assessment. The examiner must however have access to the names of the examinees during the grading procedure before the grading decision is taken.

Since it is now more common to use *Inspira* for exams, the process of making an exam anonymous becomes much easier

### **DESIGNING THE EXAM**

The teacher authors the written exam. It is recommended to use *Inspira*. Read more about digital

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<sup>6</sup> The Higher Education Ordinance (1993:100) 6:6-7

<sup>7</sup> List of Rights –Lund University students' rights and responsibilities, section 5.4

examinations in section [Inspera](#) below.

The [LUSEM exam cover page](#) should at all times be used (except when using *Inspera*) and should include information about the following:

- Info on course, date and time and teachers on the cover page.
- Make sure that any permitted aids are listed on the exam cover page. If not, invigilators will not allow the students to use them. Permitted aids can be for example, a calculator, a certain book etc.
- If there are any special instructions for the exam, such as a certain amount of points needed to pass each task, make sure to include that on the exam cover page.
- The total amount of points on the exam should amount to 100 (Do not give half points (0.5) since it is not supported in Ladok).

Keep in mind that examination aims to measure learning outcomes of the course.

### **BEFORE THE EXAM**

The exam has to be submitted as a PDF file to the administrator at least ten business days before the exam takes place. The administrator is responsible for printing the exams and storing them in a sealed envelope until the day of the exam.

On the day of the exam, an invigilator will collect the envelope, i.e. the teacher does not have to bring the exams by themselves.

Additional instructions for when using *Inspera*, can be found under the section [Digital examinations in Inspera](#).

### **PRESENCE AT THE EXAM**

During the exam, the teacher is required to visit the exam and answer any questions that students may have. If the exam is given at more than one location (e.g. because of students with disabilities) make sure to visit both locations.

It is appropriate to visit about 30 minutes into the exam and answer questions from students (one-by-one as to not disturb other students). If it is not possible to visit the exam, make sure to be available by phone. Please inform the administrator a phone number to reach you (this will be forwarded to the invigilators).

### **AFTER THE EXAM**

The written exams (if not using *Inspera*) can be collected from the administrator's office shortly after the end of the examination.

### **DIGITAL EXAMINATIONS IN INSPERA**

LUSEM uses the system *Inspera* for digital exams. It can be used on hall exams on campus as well as on online courses. *Inspera* is a cloud-based platform where examiners can plan, design, deliver and mark exams and tests entirely on-screen.

When an exam will be given digitally as a hall exam this must be decided when scheduling the course, so that the administrator can book appropriate premises and make a note in the students' schedule.

The exam is created by the administrator in *Inspera*. One week before the exam, the teacher creates an assignment group in *Inspera* and shares it with the administrator. The tasks in the task group do not need to be completed at this time. The teacher has up to two working days before the examination to complete the tasks.

The exam should be kept digital as much as possible, which means that normally no printouts are made. However, in some cases, printouts may be made, for example when it comes to exams with a lot of content that require the student to scroll between the assignment and the answer sheet. It is the teacher's responsibility to advise if printing is required. If printing is required, the teacher must notify the administrator one week before the exam.

Once the assessment has been completed and confirmed, the students' real names must be obtained. This is done in the assessment module. If there is more than one teacher on the exam, all teachers must confirm the assessment before the names of the students can be retrieved.

As soon as the grades are set and ready, the administrator should be notified so that the results can be entered into Ladok.

[About digital exams in Inspera](#)

[Learn more about Inspera](#)

[Inspera student log in](#)

## Information to students

It is important that the students are informed well ahead of the exam that they must bring their own laptop to the exam, both on a lecture as well as in Canvas at the beginning of the course. In exceptional cases, the department can lend a laptop to students. Such a request should be made well in advance of the exam.

Students need to download *Safe Exam Browser* and make sure it works, the day before the exam. The information below should be posted to students on the course in Canvas, well in advance of the exam being run in Inspera.

## Courses taught in Swedish:

### Förberedelser inför salstentamen med Inspera

För att kunna skriva tentamen krävs det att du tar med egen laptop till tentamenslokalen. Möjlighet att skriva tentamen på papper finns ej och det finns inga datorer att låna vid tentamenstillfället. På grund av detta är det viktigt att du säkerställer att det fungerar att skriva Inspera-tentor på din laptop.

För att minimera risken för förseningar och avbrott i din Inspera-tenta rekommenderas du att några dagar före tentamen gå igenom följande:

### Se till att du har den senaste versionen av Safe Exam Browser

1. Gå till <https://lund.inspera.com>
2. Klicka på Demotenta
3. Starta Demotenta med Safe Exam Browser (SEB)
4. Använd nedladdningsknappen för att ladda ner SEB-installatören
5. Kör installatör
  - Om du redan har installerat SEB kommer systemet be dig avinstallera det. I så fall följ instruktionerna för att avinstallera SEB
  - Kör installationsprogrammet, eller, om du avinstallerade, kör det igen och installera SEB. Detta är ett säkert sätt att se till att du kör den senaste versionen
6. Klicka på knappen för att öppna den demoskrivna tentan
7. SEB kommer då att starta. Versionen (versionsnummer) för SEB kommer att synas i uppstartsdialogen.
8. Klicka för att öppna tentamen, svara på några frågor, tryck sedan på Skicka och använd sedan knappen för att avsluta SEB.

Se till att din bärbara dators tangentbord och styrplatta fungerar i det här låsta läget så att du både kan skriva och använda musen för att navigera i provet.

Om ovanstående fungerade är du redo att göra en salstenta i Inspera. Om inte, kontakta din lärare under mottagningstid för hjälp.

Försök inte köra Safe Exam Browser från en virtuell maskin. Det kommer inte att fungera.

### **Se till att din bärbara dator kan ansluta till Wi-Fi och till Eduroam**

Säkerställ att Wi-Fi på din bärbara dator fungerar korrekt genom att testa att ansluta till ett trådlöst nätverk. Se också till att du kan logga in (autentisera) på Eduroam och att du kan surfa på internet med Eduroam.

### **Om du använder MacOS, ladda ner Google Chrome eller Firefox**

Mac-användare kan stöta på problem när de försöker starta Safe Exam Browser från Safari. Det rekommenderas därmed att du laddar ner Google Chrome eller Firefox inför tentan.

### **Se till att din bärbara dators laddare fungerar**

Om du brukar ha din bärbara dator dockad hemma, se till att din laptop-laddare faktiskt laddar din bärbara dator.

Om du har gjort ovanstående är du redo att skriva din tenta i Inspera.

## **Courses taught in English:**

### **Inspira exam preparations**

To be able to write the exam, it is required that you bring your own laptop to the exam hall. It is not possible to write the exam on paper and there are no computers to borrow at the time of the exam. Because of this, it is important that you ensure that writing Inspera exams works on your laptop.

In order to minimize the risk of delays and interruptions of your Inspera exam, it is recommended that you, a few days prior to the exam, run through the following short checks:

### **Make sure that you have the latest version of Safe Exam Browser (SEB)**

1. Go to <https://lund.inspera.com>
2. Click on Demo tests (Demotenta)
3. Start the demo exam with safe exam browser
4. Use the download button to download the SEB installer
5. Run the installer
  - If you already have SEB installed it will ask you to uninstall it, in that case, follow the instructions to uninstall SEB
  - Run the installer, or in case you did uninstall, run it again and install SEB. This is a sure-fire way to make sure that you are running the latest version
6. Click the button to open the demo written exam
7. SEB should launch, displaying the version number
8. Click to open the exam, answer some questions, then hit Submit and then use the button to exit SEB

Make sure that your laptop keyboard and trackpad is working in this locked down mode so that you can both type and use the mouse to navigate the exam.

If the above worked, you are prepared to take the Inspera exam. If not, contact your course director during his or her office hours for assistance.

Do not try to run Safe Exam Browser from within a Virtual Machine.

### **Make sure that your laptop can connect to Wi-Fi and to Eduroam**

Test to make sure that the Wi-Fi on your laptop is working properly so that it can connect to a wireless network. Also make sure that you can log on (authenticate) to Eduroam and that you can browse the internet using Eduroam.

### **If you are using MacOS, download Google Chrome or Firefox**

Mac users can encounter issues trying to launch Safe Exam Browser from Safari. It is recommended that you download Google Chrome or Firefox for the exam.

### **Make sure that your laptop's charger is working**

In case your laptop usually spends its time docked at home. Make sure that your portable charger is actually charging the laptop.

If you have done the above, you are ready to take your Inspera exam.

# Assignments and take-home exams

## **PUBLISHING IN CANVAS**

The assignment/report/take-home exam shall be published in Canvas with clear instructions regarding how the assignment is supposed to be carried out, graded and what deadline applies.

The time for publication and submission must be included in the course schedule.

It is important that the teacher is available on e-mail from the time the exam is published until the submission deadline.

## **HAND-IN**

All assignments are to be handed in to the teacher either via e-mail or via Canvas within the given deadline. Note that the examinations must be reviewed (with the exceptions of e.g. data modelling assignments) by Urkund. Read more about [Urkund](#) below.

Deadlines for assignments, take home exams, reports as well as the learning portfolio must be included in the course schedule.

The learning portfolio is examined at the end of every semester as well as in August. The learning portfolio should be submitted per the instructions given in the document *Guide till Mahara*.

## **RE-EXAMINATION AND COMPLETION**

Regardless of the examination form, there must be an opportunity for re-examination, or completion, in close connection with the ordinary opportunity.

Students, who need to make completions must be given a deadline. Should the deadline expire without the student finishing their completion, the student is directed to try again at the next scheduled opportunity.

# Essays and theses

Specific rules for how theses at different levels should be written, presented and assessed are specified by the course director. Assessment criteria for theses must be found on the course in Canvas. The assessment criteria should be communicated to the students, e.g. by reviewing an older essay.

The students submit their thesis via Canvas or by mail to the supervisor's and examiner's Urkund address. It is important that students are informed that theses not reviewed by Urkund will not be examined.

The examiner of a bachelor's or master's thesis cannot be the same person as the supervisor.

# Urkund

[Urkund](#) is an email-based system, which automatically checks student work against existing texts from three central source areas – the Internet, certain published material and Urkund’s own archive. Urkund is used at many Swedish and international higher education institutions, to prevent and detect cheating and plagiarism.

The system is a very useful tool on courses with essay hand-ins. By having the students send them through Urkund there is a higher chance of detecting plagiarism.

In order to use Urkund, an Urkund email address is needed. If you are not in possession of one, please contact the director of studies [Björn Svensson](#).

Urkund is integrated in Canvas and can be used for assignments.

For support and questions concerning Urkund and plagiarism detection please contact: [support@urkund.lu.se](mailto:support@urkund.lu.se)

# Grading

Information on grading and a grading scale with information on, e.g. how many percent on a written exam constitutes an A, is included in the syllabus on each course.

For assignments where a grade other than pass/fail is used and where points is used, the A-U(F) scale applies:

Percentage out of maximum points	Grade
85-100	A
75-84	B
65-74	C
55-64	D
50-54	E
0-49	U

For tests that are not graded in this fashion (pass/fail tests) a scale of U-G (*Underkänd* = failed, *Godkänd* = passed) is used.

In order for a student to receive a grade (i.e. also failed) on an exam, the student must be examined. Therefore, students cannot fail because they were not present at compulsory teaching/did not submit information.

If a student attended the exam but did not submit any answers, the exam is to be considered blank and the exam is awarded the grade U.

The maximum score on all written examinations must be 100.

## GRADING CRITERIA

Information about exams, requirements for passing exams, assessment criteria, criteria for approved and permitted aids must be communicated to the students at the start of the course and be easily accessible

during the course<sup>8</sup>. The information is suitably published on the course in Canvas.

## COURSE GRADE

The course grade is calculated by the administrator according to the formula in the course syllabus. This is done when all of the course exams have been passed and the course is completed. The grade is registered in Ladok and the course is set to *complete* after the course grade is certified in Ladok by the examiner.

When calculating course grades, the graded components will be weighted according to the following formula:

The number of credits for the exam is multiplied with the exam score. The total value is then divided by the total number of credits for the exams/assignments included. The resulting average is then rounded off to the nearest whole number. The number indicates the relevant course grade in accordance with the grading scale above.

For exams/assignments which are graded and scored, the grades A-U(F) will be used in accordance with the grading scale above. The exam score will be used directly in the calculation.

For exams/assignments which are graded but not scored, the grades A-U(F) will be used and converted as follows: A = 92, B = 80, C = 70, D = 60, E = 52.

Exams/assignments which are not graded but awarded with G (Pass) or U (Fail) will not be included in the calculation of the course grade.

# Reporting grades

Students must be notified of their results no later than 15 working days after the completion of the examination and at least two weeks before the re-take exam.

## HOW TO REPORT GRADES

There are two ways to report the grades:

### 1. Report the results directly in Ladok

To report results in Ladok, please contact the administrator for introduction to the system and learn how to use the functions. For more information, see the section [Ladok](#). Relevant courses are given by Lund University, see [Kompetensportalen](#).

### 2. Send the results to the administrator

Create a spreadsheet containing the students' results as follows:

- Course code (e.g. INFC20)
- The name of the test (as stated in the syllabus)
- Teacher's name
- Date of examination
- Student information:
  - Name and personal ID number
  - The student's grade (A-U or U-G)
  - The student's score (0-100, if applicable)

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<sup>8</sup> List of Rights –Lund University students' rights and responsibilities, section 5.7

Please note that the list must be sorted by the students' last names.

After finishing the spreadsheet, send it to the administrator, [Anna Holmes](#).

## **DATES AND SCORES**

When reporting results, the date specified for a written exam must be the actual date of the exam, while for an assignment it is the date of the submission deadline – not the date on when the assignment is graded.

When it comes to assignments, it is possible to report a grade (e.g. "A") as well as score (e.g. 97). This provides an opportunity to give a stronger or weaker grade (e.g. a weaker A would be 85 while a stronger one would be 100). Grading assignments in this way, using scores, can have an effect on the final grade of the entire course, since scores on the exams are used to produce the final grade for the course.

## **COMMUNICATING RESULTS TO STUDENTS**

### **Feedback session on written exams**

Results on written exams are reported back to students at scheduled exam feedback sessions (*tentamensgenomgång*). Except for communicating the results, this session shall also provide information on how the grading was done, and the students have an opportunity to see their exams and discuss it with the teacher.

In conjunction with the scheduling of the course examination feedback session (around three weeks after the exam) must be included in the schedule. The information can also be stated on the exam cover page.

Note that a teacher that is not an appointed examiner, e.g. doctoral student or Post Doc, must not announce results. This means that the results must be in Ladok, submitted and certified by the examiner, before the exam feedback session.

At the exam feedback session, students who wish to take their exam with them must sign the exam cover page, rip the page off and give it to their teacher. Directly after the feedback session the remaining exams (sorted by personal ID numbers), must be returned to the administrator's office along with the signed exam cover pages. The administrator brings the exams to the *Exams Office* where the students can retrieve their exams.

Students who don't show up at the exam feedback session may collect their exam in room EC2-289. Exams that are not collected will be saved for two years (from the date of the exam). After that, they will be discarded.

### **Publication of results in Ladok**

The students view their results – i.e. their scores and grades – in Ladok after the results are certified. The teacher should thus not upload separate result lists on Canvas or anywhere else.

# Ladok

Ladok is an information system for student registration and grading, used at all Swedish universities. Log in to [Ladok](#) using the Lucat ID. In order to work in Ladok, application for authorisation via [Lucat](#) is necessary.

[Ladok quick reference guides](#)

## REPORTING RESULTS

When reporting results in Ladok, there are several important parts to keep in mind for the reporting to be accurate.

- Seek out the course by entering the course code. If a student is missing from the list presented, it may be because of that the student has been registered on a previous course code. In that case, search for the student separately by entering the student's personal ID number.
- Examination date is the actual date for the examination and not the date for reporting the result.
- In addition to grades, score must also be reported in Ladok. Scores are the basis for calculating full course grades. It is also in Ladok that students see their results.
- As soon as the results are reported and the results are certified, please send an email to the administrator (not necessary for occasional reporting of single results).

## KEEPING TRACK OF PARTS OF AN MODULE (PROV)

A module (*prov*) can sometimes consist of several parts, e.g. seminars, assignments, mandatory attendance, etc. It requires a system to keep track of which of the parts the student have passed, and which parts the student still need to finish, in order to get a grade on the module. It is recommended to use Ladok (*result annotations*) or Canvas (*grades*) since we are to avoid keeping student information elsewhere, due to GDPR regulations.

The advantage of using Canvas or Ladok is the fact that the annotations becomes more legally certain (and GDPR supportive) as these data are no longer only available to the individual teacher as this will also be available to other relevant staff such as an administrator, study advisor or other teacher on the course, which means that these can be helpful when students have questions about completion.

*Results annotations* in Ladok is a type of notes that can support the grading in Ladok. The annotations can be reported continuously during the semester, and when it's time to set the grades this gives an easy overview of the student's participation on the course.

Staff working in Ladok can see the results annotations. It is elective to make the annotation visible to the student or not. If the annotation is made visible to the student, the student will see the annotation after the result is certified.

Feel free to contact the administrator, [Anna Holmes](#), for tips, support and clarification.

## REMOVAL AND CHANGE OF RESULTS

To be able to change a result it must first be removed. Only the examiner of the course is able to remove results marked as ready or results that are already certified.

The administrator can flag certified results to "prepare them for removal", but examiners are able to remove any results regardless of them being prepared for removal or not.

If the student already has a certified course grade this must be removed before the removal of the incorrect

module result.

Please contact the administrator, [Anna Holmes](#) for assistance.

## CERTIFYING RESULT

Results to be certified as well as results prepared for removal can be found under the tab "Certifications" on the home page.

**Crediting** – The examiner or the director of studies decides on crediting. The crediting is carried out in Ladok by the study advisor [Viktoria Svenby](#). The examiner must certify.

**Results** – Every result entered in Ladok must be certified by the examiner. If the examiner did the reporting, this is done immediately after the reporting is done. In cases where the administrator submits results, a notification will be sent to examiner from the system.

**Course Grades** – The administrator registers the course grades in Ladok and the course director certifies it. This is notified from the system directly to the examiner in question.

# Change and correction of grades

## GUIDANCE FOR EXAMINERS

What was previously called "reconsideration" has in accordance with *the Administrative Procedure Act* now been altered to "change". Therefore, we continue to use the term "change" in this context.

Regulations regarding change and correction of grades are found in *the Higher Education Ordinance, the Administrative Procedure Act* and *UKÄ's guidelines to fair examination ("Rättssäker examination")*.

[More information regarding routines and regulations.](#)

In cases where the student wants to question the correction of an examination, the student can request a

- 1) change, with revision of defined areas in the examination or
- 2) correction of oversight errors.

Changes and corrections can be made to points (required in cases where it is used when calculating course grades) as well as grades.

There is no time limit for when the student must submit their request at the latest. However, it is recommended to do so as soon as possible after the result of the examination has been communicated.

## CHANGE OF GRADE

A *change of grade* may be relevant if the examiner missed to correct a question or a page in the examination, if the student inadvertently wrote part of their answer to the wrong space in the examination, for example answer to question 2 under question 1. Other reasons for change may be when the examiner's assessment is clearly incorrect, for example based on the current correction template.

### Handling of the case

1. The student gets to see their examination. In cases where the student considers that there are errors in the correction of the examination, the student can fill out the form "Request for change of grade".
2. The form and examination will then be submitted to the examiner and a new assessment can be made, if applicable.

3. The examiner assesses whether there is a valid case:
  - a. **The case is not valid** – the student has not described what and where the presumed error is and the request is thus rejected without further examination.  
On the form: Tick the boxes "Existing grade remains" and "No relevant new circumstances have emerged".
  - b. **The case is valid** – the student has described what and where the presumed error is. The teacher does a review of the examination, which can lead to:
    - i. **The request is denied.**  
On the form: Tick the boxes "Existing grade remains" and "The grading decision is not incorrect".
    - ii. **The request is approved.**  
On the form: Tick the box "The following corrections must be made" and fill in the corrected grade (and points).
4. Thereafter, the examiner submits the examination and the decision to the course administrator who records the case, ensures that any change of grades (and points if applicable) is entered in Ladok and notifies the student.
5. The examination is then again available for the student to collect.

### CORRECTION OF GRADE

In cases where an oversight error is discovered, a *correction* must be made. An oversight error is, for example, typing errors by the examiner, error summaries and other miscalculations by the examiner that have led to the grade being incorrect, or a mix-up – that a student received another student's grade. In the event of a correction, a grade can be lowered as well as raised.

### Handling of the case

1. The student gets to see their examination. In cases where the student discovers an oversight error in the correction of the examination, a review can be made. The case does not require a form (the case must not be recorded), but is handled directly by the examiner, in the meeting with the student or later.
2. The examiner corrects the error and ensures that any change in grades (and points if applicable) is entered in Ladok. The examination is submitted to the course administrator.
3. The examination is then again available for the student to collect.

## Disciplinary matters

Disciplinary measures may be invoked against students who use prohibited aids or other methods to attempt to deceive during examinations or other forms of assessment of study performance<sup>9</sup>.

Information on what constitutes a disciplinary offence and how disciplinary matters are processed are found on the [Lund University staff pages](#).

### WHEN TO REPORT AND TO WHOM

Grounds for suspicions of disciplinary offences shall be reported expediently and without delay to the director of studies, [Björn Svensson](#).

A suspicion on the basis of only very little factual evidence may suffice for a report to be made. Purely

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<sup>9</sup> The Higher Education Ordinance (1993:100) 10:1

subjective intuition is not sufficient, however.

The director of studies sends the report to the Disciplinary Board and informs the student about the suspicion in a meeting held together with the study advisor.

As soon as there is a decision in the matter, the Legal Division will notify the head of department, who in turn notifies the director of studies, the administrator and the study advisor. The study advisor notifies the reporting teacher of the outcome of the report.

In cases where the decision involves suspension of the student, the study advisor notifies all teachers where the student has current course registrations. The decision on suspension is also uploaded in the folder *Disciplinary matters* under *Staff Documents* in Teams. The document is deleted when it is no longer valid.

### **SUSPENSION OF STUDENT – WHAT DOES IT MEAN?**

When suspended, the student may not participate in any activity within the framework of the courses and study programmes at Lund University. This includes teaching, exams, seminars, laboratory work, etc.

The details regarding each case is found in the folder *Disciplinary matters* under Staff Documents in Teams.

In cases of suspension, the Legal Division will notify the reporting department, the departments where the student is registered, the Student Records office and the Swedish financial aid system for students (CSN).

### **PREVENTION – INFORMATION FOR STUDENTS**

Information on plagiarism, fabrication and falsification and its consequences is stated in the syllabus and in Canvas. Teachers must inform about this in connection with the start of the course. Particularly important is information about plagiarism on courses that deal with methodology and include essay or thesis writing.

In order to access course content in Canvas, the students must pass a quiz regarding academic misconduct.

**Exchange students** are informed by the international office in connection with their choice of courses and may then sign a form stating that they have taken note of rules regarding plagiarism and cheating. The forms are administered by the international office.

**Master's students** are informed at the start of the programme and required to sign a form which state that they have taken note of the rules regarding plagiarism and cheating. The forms are administered by the programme coordinator.

**The LUSEM Library** is happy to help to inform students further about how to find and assess relevant information and how to work with source referencing. A session with staff from the library as an additional step to prevent plagiarism is normally scheduled on the first course on the bachelor's and the master's programmes, as well as on the theses course.

**More information** for the students, such as the *LUSEM's Harvard Referencing Style Guide* is found on [Academic Skills Services](#).

# Keep in mind

## – during the semester

**Revision of the schedule** may only occur in exceptional cases e.g. if a teacher becomes ill. However, the time and place for examinations must not be changed.

During the semester, teachers must have **office hours** at least one hour a week. This should be clearly posted on the teacher's door and in Canvas. Any **emails** must be answered as soon as possible or within a maximum of three days.

Regarding **written examinations**, the documentation must be received by the administrator no later than ten working days before the examination date, for copying. The teacher must also notify the administrator of who will visit the exam hall, as well as if any aids are permitted.

The examinations can be **collected** by the teacher after the examination, from the administrator's office.

Immediately after the **exam feedback session** (tentamensgenomgång), the examinations are returned to the administrator (sorted by personal ID number). The administrator leaves the exams at the examination office in EC1, where they are available for the students to collect. The exams are discarded after two years.

**Home exams and assignments** must be available on the course in Canvas in time, together with instructions for submission. The teacher can leave the corrected exams at the administrator's office for the students to collect. The exams are discarded after two years.

All written submissions must be sent through **Urkund**.

Examination results must be **notified** to the student no later than 15 working days after the examination.

The examiner enters the **results** directly in Ladok, or by sending a list to the administrator with information about the student, test scores and grades. The date must be stated as the time when the exam was written or the submission deadline. The examiner **certifies** the result in Ladok.

# Course evaluations

The Higher Education Ordinance (HEO) states that a course evaluation must be conducted at the conclusion of each course. In addition, it states that the university shall make a compilation of the course valuations, inform the students of the results and any measures decided in consequence, and that the results shall be kept available for students<sup>10</sup>.

Course evaluations at the department of Informatics are conducted in collaboration between teachers and the study advisor.

The purpose of a course evaluation is to:

- assess if the learning outcomes in the syllabus is achieved
- provide a basis for any changes and enhancements in the course
- engage students and teachers in the department's quality assurance and development work
- contribute to the subject and the department's quality assurance and development work
- create quality in educational outcomes

A course evaluation refers to the summary and documentation of the points of view of both the students (e.g. by the course valuation survey) and the teaching staff as well as activity points for further development.

A course evaluation consists of the following activities:

- course valuations
- teacher's team meetings
- documentation and course analysis

Course evaluations are an important part of the department's quality assurance and development work. The course evaluation forms the basis for the continued change work in the courses. Therefore, each course evaluation should be related to the learning objectives in the syllabus for the course it intends. A course evaluation will be finalized only when both course valuation and course analysis have been completed and a course evaluation summary is published in Canvas.

[Read more about course evaluations at LUSEM Staff Pages](#)

## COURSE VALUATIONS (STUDENT SURVEY)

The purpose of a course valuation is for the students in a course to convey their views on and experiences of the course. This often takes place in the form of a survey and should follow these steps:

**Information:** At the start of the course, the course director must inform the students about the procedures for course evaluations and quality assurance. The course director should also relate to the previous course evaluation and inform about the changes that have been made. An important part of the course evaluation is the students' point of view and the course director should encourage the students to complete the course valuation survey given at the end of the course. The students must also be informed about that they have the right to complete the survey anonymously. The goal is to engage the students and get a high response rate in the upcoming course valuation. All students are expected to participate, in order to render the results as representative as possible. As soon as the course evaluation is completed the students will be able to see a

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<sup>10</sup> Higher Education Ordinance 1:14

summary of the responses.

**The survey:** The course validation is conducted as a survey which is created in collaboration with the study advisor. You will receive a proposal from the study advisor for the design of the student survey. The proposal contains the standard questions developed at LUSEM, as well as the survey's opening hours. Any changes should be submitted immediately so the construction of the survey can continue.

The teacher invites the students to fill out the survey and sets aside time during the last scheduled teaching opportunity. The students must be informed that the survey is completely anonymous and that a summary will be shared.

**Summary of the student survey:** When the survey is closed, the study advisor compiles the answers into a summary which is forwarded to the course director.

### TEACHER'S TEAM MEETING

By collecting experiences from the teachers who are part of the course's teaching team, an additional perspective is given on the state of the course. This can, for example, be done at a teacher team meeting. In this forum, teachers can share their experiences and together come up with possible opportunities for improvement. The information from the meeting is part of what forms the basis for the course evaluation, which is then documented in a course analysis.

### DOCUMENTATION AND COURSE ANALYSIS

An important part of the course evaluation is the documentation related to the course, such as:

- examination results on the course
- teachers' feedback
- the course's retention and student completion
- summary of student's course validation
- course analysis

**The course analysis** shall be based on the students' anonymously submitted course valuations, the involved teachers' and supervisors' documented experiences from the course, the students' examination results and student's completion of course.

The course analysis summarizes the results and concludes with improvement recommendations for the upcoming semester such as changes in the course objectives, content and literature, teaching and examination methods, etc.

The course director will receive an e-mail with the basis for the course analysis (through SUNET Survey) and gets, at the same time, access to the compilation of the student survey. The course analysis must be written in the course's language of instruction and submitted as soon as possible (if necessary, the course director gets up to six weeks). Reminders are sent until the course analysis is completed.

It is important to express yourself formally and representatively in the course analysis since the content will be presented to management and to students.

### COURSE EVALUATION SUMMARY

**The course evaluation summary** is the final report of the course evaluation work and is compiled by the study advisor. The summary consists of the course analysis and the summary of the quantitative questions in the student survey. The course evaluation summary is archived and published to the students.

## Keep in mind

### – when the course is finished

The administrator calculates the **course grades** for the completed courses, and enters it in Ladok. The course director **certifies** the grades in Ladok upon request.

A **course evaluation** must be carried out immediately after the completion of each course. The course director is responsible for the course evaluation:

- A **course valuation survey** is created in collaboration with the study advisor.
- A **course analysis** must be completed no later than six weeks after the course is finished.
- The course coordinator calls for a **teacher team meeting** at the end of the semester. The meeting will focus on evaluating the course and on how the course can be developed.
- The course valuation summary is **published** (by the study advisor).

# Procedures for public disclosure requests

According to the principle of publicity, Swedish citizens have the right to access public documents at an authority and in the sense of publicity students are considered to be outside the authority. An essay submitted by a student thus becomes a public document as soon as it is submitted to the authority.

The most common requests for disclosure are exams, reports, take-home exams etc. produced by a specific or general student. Note that this type of document is discarded after two years (except for graduation thesis that is kept). So, it is not always possible to oblige the request. See the [Lund University Record Management Plan](#) (*dokumenthanteringsplan*, in Swedish).

Read more about the regulations regarding [disclosure of public documents, public access and confidentiality](#).

Public disclosure requests is normally handled by the administrators. If you get a request please promptly contact the department's administrators for help and advice since there is a lot of aspects to consider such as if the document is subject of disclosure, confidentiality, registration etc.

## Useful links

### ACADEMIC SKILLS SERVICE

Teaching and learning support at LUSEM

[Academic Skills Services](#) (ASKS) provides free and confidential learning support, in English, for all students at LUSEM.

### FAIR EXAMINATION (RÄTTSSÄKER EXAMINATION)

The guide is a support for universities in Sweden in their efforts to ensure the fairness of student examinations.

[Rättssäker examination \(2020\)](#) (in Swedish)

[Summary: Fair Examination \(2020\)](#) (in English)

### INTERNAL TRAINING COURSES

All teachers are encouraged to improve their pedagogical skills and there are many courses on the subject available at LUSEM and LU.

Read more about courses in teaching and learning on the [LUSEM Staff Pages](#).

### LADOK QUICK REFERENCE GUIDES

All existing [Ladok quick reference guides](#) (in Swedish and English).

### LUSEM STAFF PAGES

Staff related information about all kind of educational matters like teacher support, courses for teachers in teaching and learning, and administrative routines is found at [LUSEM Staff Pages](#).

### LUND UNIVERSITY STUDENT LIST OF RIGHTS

[List of Rights – Lund University students' rights and responsibilities](#) details rights and obligations relating to admission requirements and selection, the study environment, syllabi and timetables, tests and

examinations, degree projects and course evaluations.

### **LUSEM'S HARVARD REFERENCE STYLE GUIDE**

Lund University School of Economics and Management (LUSEM) recommends the Harvard Style (also known as author-date) as the standard. This style is very similar to the APA system, with the main difference being that Harvard does not have a manual and as a result, there are uncountable variations of the style. To ensure that there are no misunderstandings and to maintain consistency in the referencing style, LUSEM recommends strictly adhering to the guidelines in the [LUSEM's Harvard Reference Style Guide](#).

### **RULES CONCERNING EXAMS ON COURSE**

[Rules concerning exams](#) on courses (*salstentamina*) at Lund University's School of Economics and Management.

### **STAFF PAGES FOR THE DEPARTMENT OF INFORMATICS**

Relevant information for course development, planning and staffing is to be found on the web page [Teaching](#) at LUSEM Staff Pages

### **STUDENT SUPPORT**

There are many outlets for [student support](#) at Lund University. Here you will find information about the different University-wide support activities, so that you as an employee can refer students to the appropriate outlet and help facilitate the support they need.

### **TEACHING AND LEARNING ONLINE**

On the web page [Teaching and learning online](#) you will find inspirational articles and guides on how to create your online classroom. You will also find information on specific tools and resources. In the Calendar you can get an overview over workshops and conferences.

# Document information

## Document owner

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## Revision table

Date	Ver. no	Section	Change
2021-01-22	1.0	The complete document	The document is drawn up
2022-09-16	1.0	Course evaluation, digital exams.	Updated information and links.