



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences

## GOVERNING DOCUMENT SLU ID: SLU.2022.1.1.1-2612

Subject area: Undergraduate and Master's education

Document type: Instructions	Decision date: 12/8/2022
Decision-maker: Chief Operating Officer	Effective as of: 29/8/2022
Organisational unit: Coordinating group on education administration	Valid until: further notice
Reference: Sofia Webering Ekberg et al	To be updated by: 31/12/2025

Document(s) repealed: Instructions for course syllabuses (SLU ID: SLU.ua.2015.1.1.1-3402)

Annex to: Decision by the chief operating officer, 12 August 2022

## Instructions for course syllabuses

### Contents

About the instructions for course syllabuses	1
New syllabus or new version?	3
Basic information	4
Entry requirements	7
Objectives	8
Content	9
Examination formats	10
Supplementary course information	10
Annex with example texts	12

### About the instructions for course syllabuses

#### *Purpose*

These instructions outline what must be included in course syllabuses, how to formulate their content and what applies when a course syllabus needs to be revised.

#### *Target group*

Staff at SLU who design and work with course syllabuses.

### *Abbreviations used*

- HF = Higher Education Ordinance
- PN = Programme board
- PSR = Programme director of studies
- SUHF = Association of Swedish Higher Education Institutions
- UHR = Swedish Council for Higher Education
- UN = SLU Board of Education

### *Regulations*

Start by reading Chapter 6 of the Education Planning and Administration Handbook. SLU guidelines are based on the provisions stipulated in the Higher Education Ordinance and SUHF's recommendations.

The SLU delegations of authority stipulate that the PN approves new course syllabuses. The PSR appointed by the PN takes the decision on revising an existing course syllabus. The PN can either decide which PSR will be responsible for freestanding courses or decide on their revision themselves. The affected departments and a student representative must be consulted before the decision is taken. The relevant PNs and PSRs must be consulted in the event of cross-listed courses.

The timetable for establishing new course syllabuses and versions follows the SLU timetable for planning programmes and courses approved by UN.

National provisions for entry requirements can be found in the Swedish Higher Education Ordinance, the Ordinance for the Swedish University of Agricultural Sciences, and other UHR publications.

The SLU admission regulations contain information about the entry requirements specific to the university.

### *Links referred to in the instructions*

- [The SLU Education Planning and Administration Handbook](#)
- [The SLU admission regulations \(Swedish only\)](#)
- [The SLU System of Qualifications \(Swedish only\)](#)
- [The SLU language pages](#)
- [SLU's internal governing documents for education](#)
- [Universityadmissions.se](#)
- [Recommendations from the Association of Swedish Higher Education Institutions \(Swedish only\)](#)
- [Higher Education Ordinance](#)
- [Ordinance for the Swedish University of Agricultural Sciences](#)

### *Instructions and templates for course syllabuses*

SLU is a public authority and its official language is Swedish. The Swedish version of a course syllabus is a legally binding document. The PN must ensure that the language used in the syllabus is of a high quality. The department responsible for the course must also ensure that an English translation is available, although this version is not a legally binding document.

It is essential that translations are of high quality. The use of capitalisation must be consistent and correct in both languages. SLU uses British English and has a style guide that must be followed for course syllabuses.

The language used must be correct, simple, and accessible so all prospective students can fully understand a syllabus' content and have confidence in SLU. Visit the SLU language pages for more information about translation and language quality.

A template for creating course syllabuses is available in both Swedish and English. It can be accessed on the staff pages for internal governing documents for education.

The instructions state the necessary information under each heading and contain text that must be included in all course syllabuses. There will be a list of suggestions beneath certain headings and at least one must be chosen. There are free-text options beneath other headings.

### **New syllabus or new version?**

#### *New syllabus*

The PN must approve a new course syllabus if the content beneath certain headings changes. The course will then be allocated a new course code. This applies for the following headings:

- Course name
- Scope
- Grading scale
- Main field of study with level and specialisation
- Entry requirements
- Objectives

### *New version*

The PN or responsible PSR takes the decision to revise the content under the following headings:

- Content
- Formats and requirements for examination
- Responsible department

These changes lead to a new version of the course syllabus. Editorial changes to existing text beneath headings will also result in a new version.

The PN can implement transitional provisions or take the decision to change the jointly responsible department without changing the course code or version number.

## **Basic information**

### *Course code*

The course code is made up of six characters. A version number is assigned to each new version of the course syllabus.

The main field of study or subject determines the letters at the start of the code. For courses with double classification, the main field of study or first subject determines the initial letters of the course code.

Degree project codes always begin with EX, regardless of the field of study. There are also specific codes for supplementary courses (TU) and for individual courses (IN). These are funded differently and followed up separately.

### *Valid from*

Information about the semester when a new syllabus or new syllabus version will enter into force. This is determined by the PN/PSR responsible.

### *Course name*

When creating proposals for course names, attention needs to be paid to the approved course information. If the course is part of a programme, its preliminary name will be included in the programme syllabus. The final name must be supported by the responsible PN or PSR.

A course name must be well thought out, because in order to change it, a new course syllabus must be approved. Hence, the name needs to be able to stand the test of time, even if certain changes to the course content are made.

The course name needs to generate interest and clearly demonstrate its main content, so students will go on to read more.

The course name is what prospective students and others see first. Use non-technical language where possible. Often, it is only the course name, occasionally together with the course code, that is displayed in programme syllabuses, course schedules on the SLU website, in programme texts and descriptions on [www.universityadmissions.se](http://www.universityadmissions.se).

A course name must be as unique as possible in order to avoid it being confused with similar courses. Avoid words such as basic course, introductory course, advanced course or continuation course. Avoid overly long course names, and do not include the name of the department or programme. There are special rules for degree projects, see Section 9.2 of the Education Planning and Administration Handbook.

The Swedish course name will be approved and then translated to English. The English version does not need to be a direct translation of the Swedish, however, it must reflect the content.

#### *Scope*

State the scope of the course in credits. See Section 6.2 of the Education Planning and Administration Handbook for guidelines.

#### *Department responsible for the course*

State the name of the department with the main responsibility for the course under the 'Responsible department' heading.

#### *Grading scale*

Course syllabuses must always state which grading scale applies. SLU uses the four-point grading scale. There are certain exceptions where a two-point grading scale will be used, see Section 6.3 of the Education Planning and Administration Handbook.

The following standard text is automatically displayed in all course syllabuses: 'The grade requirements within the course grading system are set out in specific criteria. These criteria must be available by the course start at the latest.'

#### *Main field of study with specialisation*

The course's subject content will determine whether it is classed as a main field of study or a subject. One of the annexes to the Education Planning and Administration Handbook contains a list of SLU's main fields of study and subjects, as well as subject descriptions. For programme courses, the course's main field of study is stated in the programme syllabus. For programme courses, the course's main field of study is stated in the programme syllabus. For freestanding courses, the PN responsible for the course decides on the main field of study.

A course can be classified into one or two main fields of study or subjects (double classification, see Section 6.2 of the Education Planning and Administration Handbook). Degree projects can only be classified as a single main field of study.

The specialisation must be specified for courses where biology is the main field of study. A list of the specialisations is available in the subject description for biology. The forestry science main field of study must include one or more sub-areas and their scope. Sub-areas are explained in the subject description for forestry science.

The Higher Education Ordinance stipulates that both the level (first or second-cycle) and specialisation must be stated. A course can only be given at one level and in one specialisation. The level and specialisation for courses with double specifications must be suitable for both main fields of study.

SLU uses the codes recommended by the Association of Swedish Higher Education Institutions (SUHF reg. no.: 08/025):

<b>Code</b>	<b>Level and specialisation</b>
G1N	First-cycle level, only upper secondary entry requirements.
G1F	First-cycle level, fewer than 60 credits from first-cycle course(s) (in the main field of study) as entry requirement.
G2F	First-cycle level, a minimum of 60 credits from first-cycle course(s) (in the main field of study) as entry requirement.
G2E	First-cycle level, a minimum of 60 credits at first-cycle level (in the main field of study) as entry requirement, contains a degree project for the Degree of Bachelor.
A1N	Second-cycle level, only first-cycle course(s) as entry requirement – at SLU, a minimum of 120 credits at first-cycle level is required.
A1F	Second-cycle level, courses at second-cycle level (in main field of study) as entry requirement.
A1E	Second-cycle level, contains degree project for Master of Arts or Master of Science (60 credits).
A2E	Second-cycle level, contains degree project for Master of Arts or Master of Science (120 credits).
GXX	First-cycle level, course specialisation cannot be classified
AXX	Second-cycle level, course specialisation cannot be classified

The Association of Swedish Higher Education Institutions recommends using the XX classification for courses that do not follow the model, i.e. those that are not considered first or second cycle, cannot be classified according to progression in the main field of study for general qualifications, including those combined with professional qualifications, or that are not degree projects. See SUHF's recommendations for facilitating student mobility between Swedish higher education institutions, reg. no. 08/25, clarified 23 August 2016.

These courses may be those that can be included in a degree, but that are not part of a main field of study. They may also be courses aimed at beginners, yet still require documented prior knowledge. However, GXX and AXX cannot be used for preparatory courses or other courses below first-cycle level.

The PN responsible for a freestanding course, or the syllabus for a programme course, will state the course's level and specialisation.

## Entry requirements

### *General entry requirements*

General entry requirements for first-cycle courses and programmes are outlined in Chapter 7, Section 5 of the Higher Education Ordinance. The general entry requirements can be met in several ways; detailed information is available on [universityadmissions.se](http://universityadmissions.se). If there are any specific entry requirements, the general entry requirements do not need to be written into the course syllabus.

### *Specific entry requirements*

Certain courses and programmes may need specific entry requirements to ensure that students will benefit from them. The Higher Education Ordinance stipulates that such requirements must be absolutely necessary. This opens the course to students other than those for whom it is intended (e.g., applicants from other higher education institutions who have the necessary prior knowledge).

The entry requirements must be presented in terms of knowledge – what does the student need to know to be able to pass the course they have applied for? Students can gain the same knowledge from various courses included in SLU's programmes or other training and education. The requirements need to be quantified so they are clear and to ensure fair admissions.

Be clear and concise when writing the entry requirements, and avoid using slashes (/) or 'and/or'. If the course has several entry requirements, each must be presented individually. Avoid using phrasing such as 'of which' and 'including'. A student can never be overqualified for higher education studies. Therefore, there must not be any requirement for a certain number of credits at first-cycle level. Discuss entry requirements with the PSR and the education officer. In the event of any uncertainty, they will discuss the matter with the admissions officers.

Section 9.2 of the Education Planning and Administration Handbook contains provisions concerning entry requirements for degree project courses.

### **First-cycle (Bachelor's) courses**

Specific entry requirements may include upper-secondary courses (for G1N specialisation), or knowledge from previous higher education studies (for other specialisations). All entry requirements related to upper-secondary school courses (except language requirements) are to be given as per GY2011 and GY2000.

The upper-secondary school courses that may be relevant are outlined in the Swedish Council for Higher Education's regulations UHRFS 2019:1 and subsequent amendments. Knowledge acquired from higher education studies is to be stated as the total of credits in a relevant subject, main field of study or disciplinary domain (generally formulated requirement). Should special circumstances require (justify to PN), sub-areas or sub-disciplines (specifically formulated requirements) can be stated.

### **Second-cycle (Master's) courses**

Section 2.5 of the SLU admission regulations states that a minimum of 120 credits at first-cycle level are required to be admitted to second-cycle courses. In addition, knowledge acquired from higher education studies can be stated as the total of credits in a relevant subject, main field of study or disciplinary domain (generally formulated requirement). Should special circumstances require (justify to PN), sub-areas or sub-disciplines (specifically formulated requirements) can be stated.

The annex to these instructions contains examples of how to formulate general and specific requirements.

#### *Language requirements*

### **First-cycle (Bachelor's) courses**

The general entry requirements include English and Swedish. Therefore, these do not need to be included as specific entry requirements for first-cycle courses taught in Swedish.

Engelska 6/English 6 must be included in the requirements for first-cycle courses taught in English where the language **requirements are higher** than those stipulated in the general entry requirements. The following text must also be included: 'Students are exempt from the general entry requirements for the Swedish language'.



## Second-cycle (Master's) courses

The language entry requirements for second-cycle courses taught in English must be Engelska 6. The entry requirements for second-cycle courses taught in Swedish must be equivalent to the general entry requirements for first-cycle courses and study programmes at Swedish universities. Engelska 6 must be an entry requirement if teaching or course literature is in English.

## Objectives

### *Purpose*

This section can begin with a description of the overall purpose of the course. It can also include unassessed components that cannot be part of any specific intended learning outcomes. This may include components related to the programme's qualitative targets and that are expanded on and examined in later courses.

### *Intended learning outcomes*

The intended learning outcomes are written as a list that is introduced with 'Upon successful completion of the course, students will be able to:' The intended learning outcomes are then listed as bullet points. Use a lowercase letter for the first word of each point. The text must be a direct continuation of the introductory phrase. End each point with a semicolon. Only use a full stop after the final list item. Remember:

- Each intended learning outcome must describe what students will be able to do or the knowledge they will demonstrate upon successful completion of the course.
- It must be possible to assess each intended learning outcome.
- They must be clear and easy for prospective students, teachers and the examiner to understand.
- They must be formulated in a way that will stand the test of time, even if the content, teaching methods and so on change between course instances.

### *Formulating intended learning outcomes*

Formulating intended learning outcomes requires knowledge about the theories behind the concept 'intended learning outcomes'. Always begin from the student's perspective. Good knowledge about the course, subject and prospective students is required. There needs to be an insight into the course's role within SLU's range of programmes, so the course's intended learning outcomes are both tailored to the target group and their prior knowledge and linked to the relevant qualitative targets and programme syllabuses.

Most of the training courses on teaching and learning in higher education include basic instruction in formulating intended learning outcomes. These courses are given by the Unit for Educational Development (EPU) at SLU. The PSR offers direct support and advice for the degree programme that the course belongs to. You can also contact the educational development officers at EPU.

### *Progression*

Courses in a degree programme must be cohesive and result in the fulfilment of qualitative targets of the Ordinance for the Swedish University of Agricultural Sciences and those in the programme syllabus. Hence, the targets for each course must develop in accordance with the role the course has within the programme. They must be adapted to the progression of both subject knowledge and general skills, as well as any professional abilities within the programme. The intended learning outcomes and any changes made to them must therefore be supported by the relevant PN/PSR before the syllabus is presented for decision.

## **Content**

Briefly describe the course content, regarding both subject and implementation. Remember that this description forms a governing document; it is important that the information to students is clear, while teachers are given flexibility.

### *Subject content*

The subject content description needs to provide a clear, concise summary of what is addressed on the course. It must include details of how sustainable development and gender perspectives and equality are raised. It must also state how international perspectives are incorporated.

### *Teaching format*

Information about the types of instruction, general competencies and compulsory components must be included in this section. It must also include details about external collaborations included in the course (see Chapter 15 of the Education Planning and Administration Handbook). The annex to these instructions includes examples of types of instruction, general competencies and compulsory components.

## **Examination formats**

State how the assessments will take place and any other conditions for passing the course (e.g., passing compulsory components). All of the course components must be included in the course assessment. See Chapter 8 of the Education Planning and Administration Handbook.

The requirements for passing the course must be clear to students.

The annex to these instructions includes examples of examination formats and other requirements for passing courses.

The following text is automatically included in all syllabuses:

- 'If a student has failed an examination, the examiner has the right to issue supplementary assignments. This applies if it is possible and there are grounds to do so.
- The examiner can provide an adapted assessment to students entitled to study support for students with disabilities following a decision by the university. Examiners may also issue an adapted examination or provide an alternative way for the students to take the exam.
- If this syllabus is withdrawn, SLU may introduce transitional provisions for examining students admitted based on this syllabus and who have not yet passed the course.
- For the assessment of an independent project (degree project), the examiner may also allow a student to add supplemental information after the deadline for submission. Read more in the Education Planning and Administration Handbook.'

### Supplementary course information

The course's webpage presents an array of important information about the course that is not formally part of its syllabus. Some of this information is decided by the PN, other information can be changed by the department responsible.

#### *Jointly responsible department*

State whether the PN has determined there must be one or more jointly responsible departments.

#### *Transitional provisions*

The PN must approve transitional provisions when a course syllabus is withdrawn. The provisions must state how long the students will have to complete the course, and how many attempts they will be given. Sections 8.5 and 8.12 of the Education Planning and Administration Handbook state the minimum requirements determining the opportunities to complete a discontinued course. The transitional provisions do not need to include specific dates for resits. However, it is a good idea to publish these dates on the course's webpage together with more information about registering for resits, contact details and so on.

If the course will not be replaced by a new syllabus with similar content, it may be fitting to offer more resit opportunities and/or extend the period for completing the course.

The annex to these instructions contains examples of transitional provisions.

### *Programme links*

The PN will decide which programme or programmes will be linked to the course.

### *Replacements and overlaps*

When a new course replaces another course with similar content, the responsible department must state the applicable course code. If the content of a new course overlaps with that of another course belonging to the same programme or programme group, the applicable course codes and scope of the overlap (in credits) must be stated. When possible, state which subject area or sub-disciplines overlap. The syllabus must also stipulate if both courses cannot be included in the degree.

### *Additional information*

It is always possible for the department to add or change text under the 'Other information' heading. However, the following information should be included if they are relevant to the course:

- How students can fulfil the entry requirements (stated as course codes for SLU courses).
- Whether students will incur any additional costs as part of the course, for example study trips.
- Discontinued placements.
- The extent to which any teaching will be conducted in English for first-cycle courses given in Swedish.
- Whether all or part of the course can be taken as distance learning and, if so, which tuition components can be taken remotely (can refer to the course timetable).
- Other details that may be relevant for students before they choose and apply for a course.

The course's webpage also shows the following standard information that applies to all courses:

- The right to participate in teaching and/or supervision only applies for the course instance the student was admitted to and registered on.
- If there are special reasons, students are entitled to participate in components with compulsory attendance when the course is given again. Read more in the Education Planning and Administration Handbook.

## Annex with example texts

### Examples of entry requirements

*Specialisation GIN – First-cycle level, only upper secondary entry requirements*

1. General formulation of requirements – recommended

<b>Swedish</b>	<b>English</b>
Biologi 2 Kemi 2 Fysik 2 Matematik 4  alternativt  Biologi B Kemi B Fysik B Matematik D	Biology 2 Chemistry 2 Physics 2 Mathematics 4  or  Biology B Chemistry B Physics B Mathematics D
Naturkunskap 2 Samhällskunskap 1b or 1a1  alternativt  Naturkunskap B Samhällskunskap A	Science sciences 2 Social studies 1b or 1a1  or  Science studies B Social studies A
Grundläggande behörighet för högskolestudier	General entry requirements for courses or study programmes that begin in the first cycle and that are intended for new entrants to higher education

2. Specific requirements – only if there is a special need (justify to PN)

<b>Swedish</b>	<b>English</b>
Skoglig grundutbildning  6 månaders yrkeserfarenhet inom skogssektorn	Basic forestry education  6 months of professional or vocational experience within the forest sector

*Specialisation GIF – First-cycle level, fewer than 60 credits from first-cycle course(s) (in the main field of study) as entry requirement*

1. General formulation of requirements – recommended

<b>Swedish</b>	<b>English</b>
45 hp biologi	45 credits biology
30 hp lantbruksvetenskap eller 30 hp markvetenskap	30 credits agricultural science or 30 credits soil science

2. Specific requirements – only if there is a special need (explain to PN)

<b>Swedish</b>	<b>English</b>
30 hp biologi 7,5 hp växtfysiologi	30 credits biology 7.5 credits plant physiology
5 hp anatomi 5 hp genetik	5 credits anatomy 5 credits genetics

*Specialisation G2F – First-cycle level, a minimum of 60 credits from first-cycle course(s) (in the main field of study) as entry requirement*

1. General formulation of requirements – recommended

<b>Swedish</b>	<b>English</b>
60 hp skogsvetenskap	60 credits forest science
120 hp 60 hp livsmedelsvetenskap Engelska 6 Undantag medges från kravet på grundläggande behörighet i svenska	120 credits 60 credits food science English 6 Students are exempt from the general entry requirements for the Swedish language.

2. Specific requirements – only if there is a special need (explain to PN)

<b>Swedish</b>	<b>English</b>
75 hp företagsekonomi 7,5 hp marknadsföring 5 hp statistik	7.5 credits business administration 7.5 credits marketing 5 credits statistics

<b>Swedish</b>	<b>English</b>
15 hp biokemi 10 hp bioteknologi eller 10 hp genteknik eller 10 hp molekylärbiologi	15 credits biochemistry 10 credits biotechnology or 10 credits genetic engineering or 10 credits molecular biology

*Specialisation AIN – Second-cycle level, only first-cycle course(s) as entry requirement – at SLU, a minimum of 120 credits at first-cycle level is required.*

1. General formulation of requirements – recommended

<b>Swedish</b>	<b>English</b>
180 hp 60 hp landskapsarkitektur Engelska 6	180 credits 60 credits landscape architecture English 6
120 hp Svenska motsvarande kravet för grundläggande behörighet till svensk högskoleutbildning på grundnivå	120 credits Swedish equivalent to the general entry requirements for courses or study programmes that begin in the first cycle and that are intended for new entrants to higher education

2. Specific requirements – only if there is a special need (justify to PN)

<b>Swedish</b>	<b>English</b>
180 hp 45 hp biologi 5 hp botanik Engelska 6	180 credits 45 credits biology 5 credits botany English 6
150 hp veterinärmedicin 5 hp patologi Svenska motsvarande kravet för grundläggande behörighet till svensk högskoleutbildning på grundnivå	150 credits veterinary medicine 5 credits pathology Swedish equivalent to the general entry requirements for courses or study programmes that begin in the first cycle and that are intended for new entrants to higher education

*Specialisation A1F – Second-cycle level, second-cycle level (in main field of study) as entry requirement*

1. General formulation of requirements – recommended

<b>Swedish</b>	<b>English</b>
30 hp trädgårdsvetenskap på avancerad nivå eller 30 hp biologi på avancerad nivå  Engelska 6	30 credits horticultural science at second-cycle level or 30 credits biology at second-cycle level  English 6

2. Specific requirements – only if there is a special need (explain to PN)

<b>Swedish</b>	<b>English</b>
30 hp företagsekonomi på avancerad nivå  5 hp matematik  Svenska motsvarande kravet för grundläggande behörighet till svensk högskoleutbildning på grundnivå	30 credits business administration at second-cycle level  5 credits mathematics  Swedish equivalent to the general entry requirements for courses or study programmes that begin in the first cycle and that are intended for new entrants to higher education

Examples of content

*Type of instruction*

<b>Swedish</b>	<b>English</b>
föreläsningar	lectures
litteraturstudier	literature studies
övningar	exercises
övningsuppgifter	written exercises
(inlämnings)uppgifter	(written) assignments
laborationer	laboratory sessions
projektarbete	project work
seminarier	seminars
studiebesök	study visits
studieresor	study trips



<b>Swedish</b>	<b>English</b>
fältövningar	field exercises
exkursioner	excursions
färdighetstränande moment	proficiency training
redovisningar	presentations

*Other expertise*

<b>Swedish</b>	<b>English</b>
informationskompetens	information competence
kritiskt tänkande	critical thinking
problemlösning	problem solving
vetenskapliga metoder	scientific methods
digital kompetens	digital competence
teknikanvändning	use of technology
mundlig kommunikation	oral communication
skriftlig kommunikation	written communication
samarbete	teamwork
självständighet	ability to work autonomously
tidsplanering/hantera tidsramar	plan and manage time
kreativitet	creativity

## Examples of examination formats and requirements

<b>Swedish</b>	<b>English</b>
godkänd skriftlig tentamen	passed written examination
godkänd muntlig tentamen	passed oral examination
godkänt praktiskt prov	passed practical test
godkänd skriftlig hemtentamen	passed written take-home examination
godkända övningsuppgifter	approved written exercises
godkänd skriftlig redovisning (av projektarbete)	approved written presentation (of project work)
godkänd muntlig redovisning	approved oral presentation

Swedish	English
godkänt deltagande i obligatoriska moment	approved participation in compulsory components

### Examples of transitional provisions

Swedish	English
<p>Examinationer: Minst tre omprov kommer att erbjudas under två år efter beslutet om upphävande av kursplanen.</p> <p>Obligatoriska moment: Minst en förnyad möjlighet att uppfylla obligatoriekraV kommer att erbjudas inom två år efter beslutet om upphävande av kursplanen.</p>	<p>Examinations: At least three resit sessions will be offered within two years of the decision to withdraw the course syllabus.</p> <p>Compulsory components: At least one opportunity to fulfil compulsory requirements will be offered within two years of the decision to withdraw the course syllabus.</p>