



Kristianstad University
SE-291 88 Kristianstad
+46 44 250 30 00
www.hkr.se

Rules for course coordinators, examiners and examinations

This document describes Kristianstad University's rules and instructions for course coordinators and examiners at first and second cycle level.

Examination is a government decision. The relevant faculty board is responsible for ensuring that students and all affected staff are aware of Kristianstad University's *Rules for course coordinators, examiners and examinations*.

At Kristianstad University, the task of appointing examiners has been delegated to the relevant faculty boards. To be appointed as examiners, staff must be employed as teachers at the university. A doctoral student can only be appointed as an examiner if they are also employed as a teacher.

1. Responsibilities of the course coordinator

The course coordinator is the teacher with overall responsibility for the course. The course coordinator is appointed by the programme coordinator in consultation with the head of department.

The course coordinator is responsible for:

- submitting changes to the course syllabus to the study administration in consultation with the programme coordinator at the assigned time
- planning the course so that it is conducted in accordance with the adopted course syllabus
- planning the course in accordance with the course budget and allocated staff resources
- following instructions for staff appointments and course reconciliation
- ensuring that planning and timetable documents are compiled in consultation with other teachers on the course
- ensuring that the timetable document is received by the study administration at the assigned time

- checking that the literature included in the course is available in printed or digital form, and consulting with the programme coordinator in the event of changes to the literature list
- ensuring that changes to the literature list are submitted to the study administration by the assigned deadline
- ensuring that the timetable of scheduled activities for students on the course in question is available at least three weeks before the start of the course. For distance learning courses where staff and students do not get together, the timetable will be shared on the learning management system at least one week before the start of the course. For courses that span more than one semester, the timetable for the following semesters must be available at least three weeks before each semester. In addition to teaching sessions, the timetable must include the dates of regular examinations, any examination resits and the first re-examination session for all course modules
- ensuring that students are informed about how the course modules are examined in accordance with the syllabus, and to do this at the start of the course at the latest
- ensuring that written assessment criteria are available to students at the latest by the time instructions are provided for each module
- ensuring that the course is evaluated in accordance with the quality assurance system applicable to the higher education institution
- briefly reporting and commenting on the results of a completed course evaluation and describing measures and development work. The course report must be made available to students as instructed.

2. Responsibilities of the examiner

The examiner is the teacher who makes decisions on the grades for modules and the whole course. The examiner is appointed by the faculty board in question as proposed by the programme coordinator at the latest at the last board meeting prior to the start of the course.

To be appointed as an examiner, staff must have a good knowledge of the subject area covered by the examination, knowledge of assessment and applicable regulations, and the implication of the exercise of authority. For courses that include degree projects, the examiner is also required to have completed third-cycle education (licentiate/doctorate). For courses at second cycle level (master's) that include degree projects, the faculty board in question may define additional requirements, such as qualifications required for appointment as a docent.

Grading decisions must not be made by several examiners jointly. However, a course may have several examiners.

All teachers on a course can assess modules and propose a grade (be the assessing teacher).

The examiner is responsible for:

- participating in the formulation of examination tasks and standing responsible for ensuring that assessment criteria are in place
- ensuring that the examination is conducted in accordance with the course syllabus and other regulations
- making decisions on grades for modules and combining and deciding on grades for the whole course. The grades must be authorised in Ladok
- making decisions on adapted examinations for students with permanent disabilities
- working in consultation with the course coordinator to arrange a re-examination session in connection with the regular examination session
- standing responsible for ensuring that students are notified of their results no later than 15 working days after the examination, and always at least 10 working days before the re-examination session. The results must be reported promptly for entry in Ladok. The Dean may decide to extend the time in special circumstances, such as if the student is on sick leave or similar. Any such extension must be communicated clearly to students
- amending grading decisions if they include an obvious error due to a clerical error, error in calculation or other similar oversight on the part of the authority or someone else, if this can be done promptly. Corrections that are detrimental to a student must be made with great care, and only when there are obvious errors. The student should normally be given the opportunity to comment before any such a correction is made.

3. Examination rules

Examination refers to all final conclusions on educational achievements. The examiner must ensure the performance of individual students in all forms of examination. Against this background, it is of the utmost importance to ensure that all examinations are conducted with high quality and legal certainty.

Developing detailed instructions for each form of examination is not possible. The general regulations for examinations that are set out in the rules below must be followed *mutatis mutandis* in all forms of examination.

Instructions on examination, such as when and how students are to register, must be communicated to students at the start of the course. In the case of courses extending over several semesters, instructions regarding the second and

subsequent semesters must be communicated no later than the start of each semester. You are reminded of the importance of taking into account the special needs of students with permanent disabilities when applying the rules below.

1. Students have a right to graduate in the course to which the student has been admitted (however, see the validity period of the course syllabus). Registration for hall examination is mandatory.
2. The instructions prescribed by the examiner concerning the form of submissions and assessment of the examination must be followed.
3. Students with permanent disabilities must have the opportunity for adapted examinations. Reasonable support and adaptation measures will be decided upon by the examiner following consultation between the student and the coordinator for students with disabilities.
4. Regular examination sessions must be provided no later than the end date for the course.
5. Any student who has passed an examination must not retake the examination in order to obtain a higher grade.
6. The examiner must arrange a re-examination session in consultation with the course coordinator. This session must take place not long after the regular examination session.
7. If fewer than three students have registered at least two weeks before the re-examination session, the examiner has the right to cancel. In this case, however, a new re-examination session must be offered at a later date to the students who have registered.
8. Additional examination sessions must be offered to such an extent that students have at least three opportunities (cancelled re-examination sessions in accordance with section 7 do not count) available in a calendar year from the time at which the first regular session is offered. Exceptions to this rule are applicable to particularly costly elements where the number of examination sessions has been restricted (see Instructions for compiling the programme syllabus and course syllabus). Any restrictions must be stated in the course syllabus. When scheduling examination sessions, it is important for later re-examination sessions to be planned as close as possible to the start or end of the semester so that the results of the examination can be credited to the student in the “correct” academic year.
9. A Fail (U) grade shall not be reported if a student has not taken advantage of an examination session, i.e. when the student has not submitted documentation for assessment.
10. The exam results will be communicated no later than 15 working days after the examination session, and always at least 10 working days before the re-examination session. The results must be reported promptly for entry in Ladok. The Dean may decide to extend the time in special circumstances, such as if the student is on sick leave or similar. Any such extension must be communicated clearly to students.

11. A new session must be offered promptly if a student's written examination is lost and it can be established that the university is to blame for this.
12. Examination results must not be made public in such a way that it may harm the person concerned.
13. Examination results are made available to students via the university's student portal when the results are definitively registered in Ladok.
14. Students can request to have the grade justified on the basis of assessment criteria.
15. Students who wish to sign out their own examinations have the right to do so.
16. The written examination is a public document after the examination has been completed. Anyone who wishes to access a copy of the questionnaire has the right to do so.
17. Grading decisions are final. However, grading decisions may be amended if they include an obvious error due to a clerical error, error in calculation or other similar oversight on the part of the authority or someone else, if this can be done promptly.
18. The examiner may decide whether an examination can be supplemented in order to achieve a pass grade. If there is an opportunity to supplement the examination, students must be informed of this in writing at the latest when the assignment or instructions for the module in question are made available. At the same time, information must be provided on the manner in which the supplementary qualification may be conducted and the deadline for this.
19. Any student who has failed an examination for a particular course or part of a course twice has the right to have another examiner, unless there are exceptional reasons for not doing so. This right also applies to a change of examiner for an academic paper, degree project or equivalent if a student has failed twice in total on reporting. A request is made to the Dean. Decisions on such matters may be delegated.
20. Regular examination sessions must be scheduled so that it is possible for students to take the examination during the daytime and on weekdays. Courses where teaching is scheduled for evenings and weekends are the exception. No examinations may be held on national holidays.
21. The supervisor for degree projects must not be the assessing teacher or the examiner for the same work.
22. It is the student's responsibility to submit the approved degree project in satisfactory condition for archiving and potential publication in the Kristianstad University publication archive.

Recommendation for course coordinators when choosing course literature

Background

Students with reading disabilities (dyslexia, visual impairment, physical disabilities, etc.) are reliant on being able to read their course literature by listening to it, either as talking books (literature read out) or as digital text read by speech synthesis. The Swedish Agency for Accessible Media (MTM) is responsible for producing and making compulsory course literature available to students at Swedish higher education institutions in the form of talking books. MTM adapts whole books. Students can access their accounts in the MTM library catalogue Legimus (www.legimus.se) and search for and download the course literature to their computers, mobile phones or tablets.

Unlike students who read printed literature, students themselves are responsible for ordering course literature that is not available in talking book or digital form through their university library. MTM's talking book production is the alternative offered. It takes eight weeks, sometimes longer, to produce a talking book.

Course literature that MTM does not adapt (articles, reports, e-books in some cases) and that is available in digital form can be read to students using a speech synthesizer on their computer. HKR offers ClaroRead Plus for PC and Mac.

Recommendation

Literature should be available in relevant formats for all students at the start of the course so as to give students with reading disabilities equal opportunities to succeed in their studies. This is why the recommendation to course coordinators of both programme courses and freestanding courses is to work routinely with the course literature:

- To see whether the course literature is available as a talking book in the Legimus talking book catalogue, or in digital form.
- To provide information about the speech synthesizers offered by HKR, which allow digital text to be read out.

If the course literature is not available in the Legimus talking book catalogue, the following is applicable:

- Order pre-production of the course literature via the librarian in charge of the function at least eight weeks before the start of the course, or choose an alternative equivalent course literature title available in the Legimus talking book catalogue, or in digital form.



For more information:

www.hkr.se/pedagogicalsupport

In Swedish:

www.hkr.se/talbok

www.hkr.se/lasstod

www.hkr.se/funktionsnedsattning