



GUIDELINES

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This document is a translation. In case of a discrepancy between the Swedish original and the English version of the decision, the Swedish original will prevail.

Guideline on course syllabus, grading system and examination at education on all cycles

This guideline has been approved by the President (Reference number V-2020-0650) and is valid from 18 January 2021. The guideline was modified 1 May 2024 and regulates what applies at KTH in issues concerning course syllabus, grading system and examination at education on all cycles. The university management office (ledningskansliet) is responsible for supervision and questions regarding the guideline.

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1 Course and course syllabus

Chapter 6, Sections 13-15 of the Higher Education Ordinance contains the following provisions.

Section 13 All first and second-cycle study programmes shall be offered in the form of courses. Courses may be combined to create study programmes. Ordinance (2006:1053).

Section 14 A course shall have a course syllabus. Ordinance (2006:1053).

Section 15 The course syllabus shall indicate the following: the cycle in which the course is given, the number of credits, objectives, specific entry requirements, how student performance is assessed and any other regulations required. Ordinance (2010:1064).

The provisions of Chapter 6. Sections 14-15 are applied at KTH for third-cycle studies as well.

Section 14 ordinance (2018:1519) on qualifying and higher education access programmes contains the following provision.

Section 14 Provisions in Chapter 1, Sections 11, 11 a and 14, Chapter 6, Sections 3, 13-18 and 20-24 as well as Chapter 7, Section 33 of the Higher Education Ordinance (1993:100) must be applied in a corresponding way to education as set forth in this ordinance.
[...]

1.1 Establishment

Courses in education on all cycles are established by decision. The decision must include the course syllabus that will apply and additional information for registration of course in Ladok.

A compulsory course within a first and second cycle programme must include at least six credits.

A compulsory course in an access programme must include at least six credits.

1.1.1 Course syllabus content

According to Chapter 6, Section 15 of the Higher Education Ordinance, the course syllabus shall indicate the cycle in which the course is given, the number of credits, objectives, specific entry requirements, how student performance is assessed (examination) and the other regulations required.

At KTH, the following other regulations are required: course code, course name in Swedish and in English, language of instruction, course content, grading system, compulsory parts (other requirements for final grade), ethical approach and, where applicable, the main field of study, information about decisions to discontinue the course, transitional regulations and any other regulations that may be needed.

Intended learning outcomes

The student must meet the objectives of the course syllabus in order to achieve a passing grade. For higher grades, additional goals may need to be met and these goals should then be provided for in the course syllabus. The objectives must clarify what knowledge, skills and judgements the student must demonstrate after the completion of the course.

Late submission of assignments

In the case of assignments, the course syllabus or the course memo must indicate what the consequences will be if the assignment is not submitted on time (see also 4.1 and 6.4).

1.1.1.1 The syllabus must be available in Swedish and English

The course syllabus must be available in Swedish (original) and be translated into English.

1.1.2 Additional information for registration of course in Ladok

Schools' Faculty Board decides on subject group, disciplinary domain and course-providing unit. The additional information complement the course syllabus and must be stated in Ladok.

1.1.3 Templates for decisions and for course syllabus

The university management office (ledningskansliet) provides templates for syllabus and additional information for registration of course in Ladok that must be used. The templates are published on the intranet.

1.1.4 Student influence before decisions

The students have the right to be represented when decisions are made, or when preparations take place that are of importance to their education or situation. See also regarding student influence at KTH in *rules of procedure at KTH* (V-2020-0326) and *guideline on student influence* (V-2019-0605).

1.1.5 Decision

Decisions on the establishment of courses are made by the Schools' Faculty Board (may not be subdelegated).

1.2 Regular review of course syllabus (change and discontinue course)

Each course syllabus must be reviewed on a regular basis. Schools' Faculty Board decides on procedures for how and when course syllabuses are reviewed.

A review results in one of the following:

1. The course syllabus is deemed to be up-to-date and no changes need to be made.
2. The course syllabus needs to be changed. If it needs to be changed, section 1.2.1 below applies.
3. The course is no longer needed. If it is no longer needed, section 1.2.2 below applies.

1.2.1 Change course

Any change, regardless of the type of change, shall be decided. Prior to each change, an assessment needs to be made on how the change affects the course and those who are admitted to the course. The assessment determines whether it is a matter of deciding on a change or whether it is appropriate to decide to set up a new course.

Changes may not be made to an ongoing course and may take effect at the earliest at the next course round.

A new course shall be established when a change involves:

- course name in Swedish and English
- the extent of the course
- grading system
- the cycle in which the course is given
- change or removal of main area
- fundamental changes in the course objectives, content or specific qualifications required
- main field of study

1.2.1.1 *Transitional regulations*

Transitional regulations may be needed depending on what is being changed. If, for example, changes concern the course modules or requirements for final grades, the course syllabus must be supplemented with transitional regulations that clarify the possibility for admitted students to complete the course.

1.2.1.2 *Student influence before decisions*

The students have the right to be represented when decisions are made, or when preparations take place that are of importance to their education or situation. See also regarding student influence at KTH in *rules of procedure at KTH* (V-2020-0326) and *guideline on student influence* (V-2019-0605).

1.2.1.3 *Decision*

Decisions on the establishment of courses are made by the Schools' Faculty Board (may not be subdelegated).

1.2.2 Discontinue course

A course is discontinued by a decision. The decision should be made well in advance before the last planned course start.

During a transitional period, students who are admitted but have not completed the course have the opportunity to graduate. The transitional period should be at least two academic years from the semester following the semester when the course was held the last time. At least two examination sessions must be organised per academic year.

If the course was held the last time before the decision is taken, the transitional period should be at least two academic years from the semester following the decision.

If there are no students who are admitted but have not completed the course, there is no need for a transitional period.

1.2.2.1 Student influence before decisions

The students have the right to be represented when decisions are made, or when preparations take place that are of importance to their education or situation. See also regarding student influence at KTH in *rules of procedure at KTH* (V-2020-0326) and *guideline on student influence* (V-2019-0605).

1.2.2.2 Decision

Decisions on the discontinuation of courses are made by the Schools' Faculty Board (may not be subdelegated).

The decision must state in which semester the last examination is organized and whether the students are offered teaching during the transition period.

The course syllabus must be supplemented with information about the discontinuation of the course.

Students who have been in first registration during the last two academic years shall be informed of the decision without delay. It may be advisable to also inform other student groups, such as students who have started a study programme that includes the course but have not yet taken it.

2 Grading system and grading criteria

Chapter 6, Section 18 of the Higher Education Ordinance contains the following provision.

Chapter 6, Section 18 Unless otherwise provided by the higher education institution, a grade shall be awarded on completion of a course. The higher education institution may determine which grading system is to be used.

Specific provisions on grading for a course that is wholly or partially teaching practice as part of education leading to pre-school, primary, secondary and vocational teaching qualifications are found in the Ordinance on education for qualification as a teacher/pre-school teacher (2021:1335).

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner).

Ordinance (2014:371).

The provision in Chapter 6 Section 18 is applied at KTH for third cycle studies as well.

Section 7 of the Ordinance on education for qualification as a teacher/pre-school teacher (2021:1335) contains the following provision:

Section 7 . Successful completion of courses that either entirely or to some extent include placement must always be graded at more than one level, if the placement element in the course comprises more than three higher education credits.

Section 14 ordinance (2018:1519) on qualifying and higher education access programmes contains the following provision.

Section 14 Provisions in Chapter 1, Sections 11, 11 a and 14, Chapter 6, Sections 3, 13-18 and 20-24 as well as Chapter 7, Section 33 of the Higher Education Ordinance (1993:100) must be applied in a corresponding way to education as set forth in this ordinance.
[...]

Grading systems for the course and parts of the course (course modules) must be presented in the course syllabus. KTH uses three grading systems, see below.

2.1 Seven-grade grading system

The seven-grade grading system consists of grades A, B, C, D, E, Fx and F. Grades A through E are passing grades where A is the highest grade. The grade F is a failing grade and the grade Fx means that there is a temporary possibility to complete to a passing grade (see also section 6.6.1 on Fx completion). For final grades, the grades A-E are used.

The seven-grade grading system shall be used in grading of course modules and courses in access programmes and in education at first and second cycles.

In the case of degree projects, the two-grade grading system in the section below, shall be used. In the case of study visits, project work, laboratory sessions and such, the two-grade grading system may be used.

The grading system may, if deemed necessary, be used for degree projects (see section 2.2 below) within the framework of educational co-operation with other universities. In such cases, it must be stated in the agreement on the co-operation that graded grades for degree projects are to be used.

For courses with a final grade according to the seven-grade grading system, at least one course module must be graded according to the same system.

2.2 Two-grade grading system

The two-grade grading system consists of grades P and F. Grade P is a passing grade and the grade F is a failing grade. For final grades only grade P is used.

The grading system may be used in the case of study visits, project work, laboratory sessions and such in access programmes and in education at first and second cycles.

The grading system shall be used in grading the degree project.

The grading system shall be used in grading of course modules and courses in third-cycle studies.

2.3 Three-grade grading system

The three-grade grading system consists of grades VG, G and U. Grades VG and G are passing grades where VG is the highest grade. The grade U is a failing grade. Only the grades G and VG are used for the final grade.

The grading system shall be used in grading of course modules and courses in placement in education leading to a degree of Master of Arts/Science in Upper Secondary Education or a degree of Master of Arts/Science in Secondary Education, if the course module or course comprise more than three credits.

2.4 Grading criteria

Grading criteria specify the requirements that the student must meet for the different grades and shall be designed based on the course syllabus objectives.

Grading criteria shall be available for all courses and course modules with the seven-grade or three-grade grading scale. For course modules graded according to the two-degree grading system, no grading criteria need to be developed as the goals themselves constitute grading criteria. The examiner decides on grading criteria before the start of the course.

3 Examiner for course

3.1 Who may be appointed as examiner

A person who is employed as a teacher according to the *employment regulations at KTH* (*arbetsordning vid KTH* (V-2018-0064)) may be appointed as examiner if the following requirements are met:

1. The teaching position covers at least 20 percent of full-time employment.
2. The teaching position is ongoing at the time of the planned examination.
3. The teacher has sufficient knowledge in the subject area of the course.
4. The teacher has sufficient knowledge of laws, regulations and regulations governing examination and handling of grading cases.

3.2 Decision to appoint an examiner

The decision to appoint the examiner is taken by the Head of School (the right to make a decision may be redelegated to the Director of First and Second Cycle Education and to the Director of Third-Cycle Education).

The examiner is appointed for a specific course and time period (expressed by date, academic year or until further notice).

3.2.1 Multiple examiners for the same course

Multiple examiners may be appointed for the same course and the same time period to grade different students. Thus, one student's grade may not be jointly set by several examiners. If several examiners are to grade at an examination, equal cases should be treated equally. See section 6.4 on assessment in grading.

3.2.2 How students are informed about the appointed examiner

Section 4.1 states that the course memo must contain information on who the examiner is.

3.3 Terminate assignment as examiner

The decision to terminate the commission as examiner is taken by the Head of School (the right to make a decision may be redelegated to the Director of First and Second Cycle Education and to the Director of Third-Cycle Education).

3.4 Request for change of examiner

Chapter 6, Section 22 of the Higher Education Ordinance contains the following provision for first and second cycle education.

Chapter 6, Section 22 A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary. Ordinance (2006:1053)

The provision in Chapter 6 Section 22 is applied at KTH for third-cycle studies as well.

Section 14 ordinance (2018:1519) on qualifying and higher education access programmes contains the following provision.

Section 14 Provisions in Chapter 1, Sections 11, 11 a and 14, Chapter 6, Sections 3, 13-18 and 20-24 as well as Chapter 7, Section 33 of The Higher Education Ordinance (1993:100) shall be applied in a corresponding way to education as set forth in this ordinance.
[...]

A special reason for opposing a change may be that there is no other suitable examiner (see page 97 of *Rättssäker examination* (fjärde upplagan, Universitetskanslersämbetet, 2020)).

The decision to appoint a different examiner is taken in accordance with section 3.2 above.

4 Course memo

For each course (course offering), a course memo containing supplementary information to the course syllabus (section 1.1.1 regulates the course syllabus) must be available to the students.

The examiner is responsible for ensuring that a course memo is available on the web via the course and programme catalogue for the students at the latest at the start of the course.

The course memo is produced and made available through the system support available for course memo in the course and programme catalogue. The course memo can also be uploaded to the course and programme catalogue as a document (which should be adapted for accessibility).

4.1 Content

In addition to any other information that may be required, the course memo should contain the following

- Names and contact information for the course coordinator, examiner and other teachers participating in the course.
- Information about course literature and other study material.
- Information about support for students with disabilities.
- For which course offering the course memo applies.
- Date when the course memo has been established.
- Grading criteria (for courses with a three- or seven-grade grading system), see section 2.4.
- On which occasion the learning outcomes are examined, and how the result affects the final grade.
- Submission time and time for examination, if not provided by the schedule for the course.
- Which aids are permitted during the examination and whether collaboration is allowed or not, and other information that is important for the examination, for example, reference to the course's code of honor or ethical approach.
- Information that the student is obliged to read and follow the instructions given about what applies during the examination, and that it may lead to disciplinary sanctions in the form of a warning or suspension if the student does not follow the instructions.
- Possible consequences of a late submission (if the consequences are stated in the course syllabus, a reference to the syllabus should be made in the course memo). For written examination possible consequences are regulated by instruction regarding examination rules at KTH (V-2018-0203).
- In the case of continuous examination the student must be informed about (1) which assignments and/or occasions that are included in the continuous examination and (2) how the weighting of the student's performances at the different examinations is done.

- Whether complementary examination in order to achieve a passing grade is possible, and in that case whether the examiner will contact the student, or vice versa, to initiate the complementary examination, see section 6.6.
- Whether it is possible to raise a passing grade via renewed examination and, in that case, how the student registers, see section 7.1.

4.1.1 Changes of the course memo during the course

Course memo should not be changed while the course is in progress. If a change needs to be made, each changed paragraph or section must be marked with a date, for example, "(changed from DD MM YYYY)". Students must be informed immediately that a change has been made.

Typos can be corrected without marking and students do not need to be informed about the correction.

5 Preparing for an examination session

5.1 Examiner designs the examination

The examiner is responsible for the design of the examination. Other teachers can participate by, for example, contributing suggestions for examination assignments.

All regular examinations, including those for higher grades, must be completed by the last day of the course.

When planning examinations, students' ability to take examinations and complete the programme within the nominal time should be taken into account. More than two regular written examinations should therefore be avoided in the examination periods. If more than two compulsory courses are given in parallel within a programme, a form of examination other than written examination should be considered.

Examinations shall be designed and conducted in such a way that students are given the opportunity to take exams under equal conditions and that attempts to mislead are prevented as far as possible.

The course syllabus shows which form or forms of examination apply to the examination of the student's performances. See also section 6.4 on the assessment of the student's performance.

Where applicable, see also the *guideline on written on-campus exam* (V-2023-0492), *guidelines for degree project courses, common objectives and assessment criteria for students starting studies from 1 July 2015* (V-2015-0144) and *guideline - assessment criteria and criteria for degree projects for students starting studies until 30 June 2015* (V-2007-0535).

5.2 Information to be provided at the examination

The student is obliged to know the rules that apply at KTH and the detailed regulations that apply to the examination of a course.

In connection with the publication of an examination assignment, the student must be informed in writing, among other things:

- What aids are allowed.
- Time frames for examination, such as the last time for submission of an assignment or written examination.
- Possible consequences of a late submission. In the case of written examinations, the possible consequences are shown in *guideline on written on-campus exam* (V-2023-0492).
- What collaboration is allowed or if no cooperation is allowed.
- How the examiner, or a teacher appointed by the examiner, can be contacted during the examination (see section 5.3 below).

5.3 The examiner must be available at the examination

The examiner, or a teacher appointed by the examiner, must be available at the examination to answer questions, among other things.

5.4 Distance examination

After applying for it, a student may carry out an examination elsewhere if there are special reasons for doing so and if the examiner deems it appropriate. The application must be submitted to the examiner at the latest when the exam registration opens or no later than the time that the examiner decides.

Examples of special reasons may be that the student conducts exchange studies.

A written distance examination can be allowed if the exam can be carried out at the same time as the corresponding exam is carried out at KTH and in similar forms (for example, with an examination guard). In such cases, it shall be organised primarily at another higher education institution or at a Swedish foreign authority.

Decisions on distance examination are made by the examiner.

5.5 Some decisions related to examination

The examiner may need to make decisions in connection with the examination, such as decisions on adapted examination for students with disabilities.

6 Grading

Chapter 6, Section 18 of the Higher Education Ordinance contains provisions for first and second cycle education (see section 2).

6.1 Other persons (except the examiner) may participate in the processing

Other persons may participate in the processing of the grading case. This may include, for example, teachers or supervisors who help to assess test assignments or assess completed laboratory sessions. The person involved in the processing shall be given clear instructions on the tasks to be performed. The person should also be informed of the conflict of interest rules in the Administrative Procedure Act (see section below).

6.2 Conflict of interest

Regulations on conflict of interest can be found in sections 16-18 of the Administrative Procedure Act (2017:900). The person who is biased may not take part in the processing of this matter and may not be present when the matter is determined. Anyone who is aware of a circumstance that may make him or her biased must report this to the Head of School or in the way that has been determined by the Head of School. KTH will examine the conflict of interest as soon as possible.

6.3 Assessment period

Normally, an assessment period of 15 working days from the time of examination applies. If the assessment is substantially delayed, the examiner must notify the student and explain the reason for the delay.

For a course module consisting of several examination assignments, the assessment period starts when the time of submission of the last assignment or equivalent has expired.

6.4 Assessment of the student's performance.

The examiner will assess the student's performance. The student's individual performance should be assessed independently of the performance of other students. The assessment shall be made based on the objectives of the course syllabus, the examination form or forms specified in the course syllabus and, where applicable, grading criteria and compulsory parts.

Late submissions

When grading an assignment, the examiner may take into account whether the student has submitted the assignment within the specified time. It must be specified in the course syllabus or the course memo what the consequences will be if the assignment is not submitted on time. Examples of consequence may be that the student receives a failing grade. The examiner may take into account specific reasons for the delay, such as illness.

In the case of late submission of written exams, see *instruction regarding examination rules at KTH* (V-2018-0203).

Right to reply in Swedish

If the course is given in a language other than Swedish, the student has the right to reply in Swedish, unless it follows from the course's goal that the student should demonstrate knowledge of another language.

Documentation during oral examination

The assessment according to the assessment criteria must be documented and made available to the student. For examinations that have resulted in the highest grade, the grade and grading criteria for the examination can constitute the documentation.

6.5 Decision on grades

The final grade in the course and in course modules are decided by the examiner in each individual examination case. The right of decision-making may not be subdelegated.

See also section 6.6.1 on Fx completion and section 7.1 on raising a passing grade in the seven-grade grading system.

6.5.1 Grading justification and review after the examination

Chapter 1 Section 4 a of the Higher Education Ordinance contains the following provision:

Section 4 a The provisions of sections 25 and 32 of the Administrative Procedure Act (2017:900) on the communication of and reasons for decisions do not need to be applied to cases regarding admissions to or grading in education.

If a reason has not been provided, one must be subsequently provided if possible, if a person requests this and it is necessary for him or her to be able to exercise his or her legal rights. Ordinance (2018:957).

After the examination, the examiner shall offer a review of the assessment of the examination assignment. It can be done orally at a seminar/equivalent or in writing through, for example, solution proposals or assessment templates. The date of the review must be indicated no later than at the time of the examination and should be in close proximity to the examination.

If a student requests it, the examiner must justify his or her assessment, either in writing or orally. The justification must be individually adapted.

6.5.2 How the grade is announced

Decisions on grades are announced through Ladok.

6.6 Completion to reach a passing grade

6.6.1 Fx completion to reach a passing grade in the seven-grade grading system

For course modules graded according to the seven-degree grading system (see section 2.1), the grade Fx indicates that the course module can be complemented to a passing grade for a limited time. The examiner documents Fx in Ladok and the student is notified of the grade through Ladok.

The complementary task shall be designed based on the objectives that the student has not achieved so that the student can show that the objectives have been achieved at the lowest passing level. The examiner shall inform the student about how the complementary task can be carried out in an appropriate way.

The student must be given 15 working days to perform the complementary task. After that, the complementary task cannot be carried out.

If the complementary task is to be carried out at a particular time, it must be planned so that the student is given time to prepare. The complementary task must be carried out within 15 working days from the day the student was notified of the grade Fx. After that, the complementary task cannot be carried out.

6.6.2 Complementary task to reach a passing grade in the seven-grade grading system

For course modules graded according to the two-grade grading system (see section 2.2), the examiner decides whether a complementary task to achieve a passing grade is possible. If so, the complementary task must be designed on the basis of the objectives that the student has not achieved.

The student must be given 15 working days to perform the complementary task. After that, the complementary task cannot be carried out.

If the complementary task is to be carried out at a particular time, it must be planned so that the student is given time to read and complete the complementary task within 15 working days from the day the student was notified of the possibility of a complementary task. After that, the complementary task cannot be carried out.

6.7 Amending and reviewing grades

Chapter 6, Sections 23-24 of the Higher Education Ordinance contains the following provisions.

Amending grades

Section 23 A decision pursuant to Section 36 of the Administrative Procedure Act (2017:900) on the rectification of a typographical error or similar concerning a grade shall be made by an examiner. Ordinance (2018:957)

Reviewing grades

Section 24 If an examiner finds that a decision on a grade is obviously incorrect owing to new circumstances or for some other reason, he or she shall change the decision if this can be done quickly and easily and if it does not mean lowering the grade. Ordinance (2006:1053).

Further guidance on the amending and reviewing grades can be found in the document *Rättssäker examination* (fjärde upplagan, Universitetskanslersämbetet, 2020) (see page 85 onwards).

7 Some other questions regarding grades and examination

7.1 Raising a passing grade in the seven-grade grading system

For course modules graded according to the seven-grade grading system (see section 2.1), there is the possibility of raising a passing grade in courses or course modules to achieve a higher grade. However, this does not apply to courses that are part of an already issued degree or a course for degree projects. This also does not apply in cases where the examiner deems that raising a passing grade cannot be considered, for example in certain project work, seminars or laboratory sessions.

If raising a grade is allowed, it shall be carried out at the regular examination or at the time of re-examination. The examiner shall not organise a specific session for raising a grade in a course or course component.

This possibility of raising a grade does not apply to access programmes.

7.2 Possibility of an extra examination at the end of the programme

A student on a first- or second-cycle programme has, upon application, the possibility of an extra examination session at the end of the programme to which the student is admitted. The student's request may be granted if the next scheduled examination is not too close in time to the application submitted.

The application may be granted if the following conditions are met:

1. the application has been submitted on time (see below)
2. the student has received a failing grade on the last two examinations
3. the current examination is the student's last examination and a passing examination means that the requirements for the degree are met
4. the student has not previously been granted an extra examination.

For certain forms of examination, it may not be appropriate to organise an extra examination and in that case such an examination should not be granted. This may apply, for example, to study visits, project work and laboratory work.

Application deadline

If the next scheduled examination is in period 1, the deadline for applications is 1 April. If the next scheduled examination is in period 2, the deadline for applications is 1 September. If the next scheduled examination is in period 3, the deadline for applications is 1 November. If the next scheduled examination is in period 4, the deadline for applications is 1 February.

Dates for each period are published on KTH's website.

If the application is received after the deadline, the application will be rejected and the student will be referred to the next scheduled examination.

How to apply

The student applies via KTH's web.

Decision

Director of First and Second Cycle Education at the school responsible for the program decides whether to grant or reject the application for an extra examination (the decision may not be further delegated). Before a decision is made to grant an application, consultation must take place with the Director of First and Second Cycle Education at the school giving the course.

If the application is granted

The course-providing school must organise the examination within one month of the decision. The day for the examination, within this month, is determined after consultation with the student. The school has the right to coordinate several requested examinations to one opportunity.

7.3 Lost examination data and other mistakes on KTH's part

Lost examination assignments and other mistakes on KTH's part, such as KTH providing the wrong time or day of the examination, may mean that the student cannot be examined at the planned time. In such cases, KTH must organise a new examination within ten working days or within another time after consultation with the student based on his or her study situation.

7.4 Document management

Documents are managed according to the data management plan and other regulatory documents. These regulatory documents indicate whether the documents must be registered or managed in other ways.

The Head of School is responsible for ensuring that there are procedures for how documents are handled within the school.

All employees have individual responsibility to ensure that documents received or prepared in service are managed in accordance with the applicable regulations.

7.5 General documents

According to Chapter 2, Section 1 of the Freedom of the Press Act, everyone is entitled to access to public documents. Chapter 2, Section 2 of the Freedom of the Press Act states that the right to access public documents may only be restricted if it is provided for by law. Such restrictions can be found in the Public Access and Secrecy Act (2009:400).

The assessment of whether or not a document is to be disclosed is made on a case-by-case basis when a request is made and may ultimately be decided by a court. A request for access to a public document must be examined expeditiously.

When copies of public documents are disclosed, fees shall be charged in accordance with the Fees Regulation (1992:191).

If a request for the disclosure of a public document is rejected in whole or in part, the requestor has the right to request the authority's decision. If anyone requests the authority's decision, contact the university management office (ledningskansliet) immediately. The authority's decisions are made according to the delegation procedure at KTH.

Documents in a grading case

Grades, examination issues and answers are, as a general rule, public documents. Grades are documented in Ladok and are thereby established and public documents.

According to Chapter 17, Section 4 of the Public Access and Secrecy Act, confidentiality applies to data that are included in, or forms the basis for, knowledge tests or psychological tests under the supervision of an authority, if it can be assumed that the purpose of the test is counteracted if the data is disclosed.

Examination questions normally become a public document when they are disclosed (dispatched) to the students on the examination or when it is made available to the students in another way. Confidentiality applies according to Chapter 17, Section 4 of the Public Access and Secrecy Act until the examination has been completed. Questions and answers may also be covered by confidentiality in cases where an examination is carried out gradually in the form of various assignments and other tests. In that case, confidentiality could be asserted until the last student has completed the examinations.

The student's answer to the questions is a document that is a public document at the university once the student has submitted his or her answers. Anyone can request a copy of another person's reply without stating who it is and the purpose of the request for disclosure.