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Chapter 1. General Provisions

Universities and institutions of higher education in respect of which the state is the entity responsible.

Sect. 1 The universities and institutions of higher education in respect of which the state is the entity responsible and their names are set out in Appendix 1 to this Ordinance.

Special regulations apply to the Swedish University of Agricultural Sciences. Ordinance 1996:1499.

Definitions

Sect. 2 The term "institutions of higher education" shall below refer both to universities and to other institutions of higher education, unless otherwise stated.

Sect. 3 Regional federations of municipalities consisting of municipalities shall in this ordinance be treated as if they were municipalities. Regional federations of municipalities consisting of county councils or of one or more county councils and one or more municipalities that do not form part of a county council shall be treated as if they were county councils.

Sect. 4 The term "student" shall in this ordinance mean a person admitted to and undertaking higher education and "doctoral student" shall mean a student admitted to and undertaking doctoral education, in so far as not otherwise specifically stated.

Application of the Public Authorities Ordinance.

Sect. 5 The Public Authorities Ordinance (1995:1332) shall apply to institutions of higher education, with the exception of section 3, section 4, paragraph two, sections 6, 11-14, 19, 21-25, 32, 33 and 35. When the Public Authorities Ordinance is applied, references to the head of the authority shall be understood to refer to the vice-chancellor.

The governing body may, however, establish a staff disciplinary board with such duties as are provided for in section 19 of the Public Authorities Ordinance. Such a board shall – apart from the vice-chancellor and staff representatives – consist of no more than three further members appointed by the governing body. The vice-chancellor shall be chairman of the board.

The staff representatives shall be appointed in accordance with the provisions of the Staff Representatives Ordinance (1987:1101). Ordinance 1998:1003.

Application of chapters 2–10 to institutions of higher education.

Sect. 6 The provisions of chapters 2–10 shall apply to institutions of higher education for which the state is the entity responsible, unless otherwise stated in the provisions of chapter 11. Ordinance 1998:1003.

Appointment of student representatives

Sect. 7 In instances where students are entitled to representation on various bodies, they shall appoint their representatives by the method described in section 16 of the Ordinance concerning Student Unions, Societies and Student Associations at University and Institutions of Higher Education (1983:18). Student representatives shall be appointed by the same method when information is to be provided to and consultation held with such a representative. Ordinance 2000:651.

Remuneration of Student Representatives on the Governing Body of the Institution of Higher Education

Sect. 7(a) The provisions of the Ordinance concerning Remuneration for Positions on Government Boards, Committees, Councils, etc. (1992:1299) shall apply also to members of the governing body of an institution of higher education appointed by the students. Ordinance 1998:1003.

Student influence

Sect. 7(b) In its annual report, the institution of higher education shall give an account of the measures taken to promote student influence and describe the distribution and development of student influence from a gender perspective.

In conjunction with the annual report, any student union at the institution of higher education has the right to present an account of the union's views on the development of the institution and its results. The institution shall deliver the union's account to the Government along with the annual report. Ordinance 2000:1057.

Gender equality

Sect. 8 Chapter 1 section 5 of the Higher Education Act (1992:1434) directs that equality between men and women shall always be observed and promoted in the activities of institutions of higher education.

Further provisions relating to gender equality can be found in the Act concerning Equality between Men and Women (1991:433). Ordinance (1008:1693)

Equal treatment of students and applicants

Sect. 9 Provisions on the equal treatment of students and applicants to institutions of higher education, irrespective of gender, ethnic origin, sexual orientation or disability, are given in the Equal Treatment of Students in Higher Education Act (2001:1286). Ordinance 2002:81.

Free Education

Sect. 10 Education at the institutions of higher education shall be free of charge to the students. Ordinance 1995:944.

Access to Healthcare

Sect. 11 The institutions of higher education shall be responsible for the students having access to healthcare, in particular preventive healthcare aimed at promoting the physical and mental health of the students. Ordinance 1996:568.

Personal injury insurance

Sect. 11(a) Institutions of higher education in respect of which the state is the entity responsible shall be liable for ensuring that the students are insured against personal injury. This insurance shall include coverage for injuries that have come about as a result of an accident or have been caused by an infection such as is referred to in section 5 of the Ordinance concerning Work Injury Insurance and State Personal Injury Insurance (1977:284), providing the injury has occurred in connection with higher education in Sweden. The insurance shall not confer benefit rights in so far as the student is entitled to benefits under a statute or collective agreement.

Such insurance as is referred to in paragraph one shall also apply to students engaged in higher education organised by state institutions of higher education under an agreement with a municipality or county council that is the entity responsible for such education.

The insurance coverage shall be effected by the National Board of Student Aid, acting on behalf of the institutions of higher education, entering into an agreement with the Legal, Financial and Administrative Services Agency. The agreement and subsequent changes to the agreement shall be made subject to the approval of the Government. Ordinance 2000:261.

Sect. 11(b) By agreement with the Legal, Financial and Administrative Services Agency, institutions of higher education in respect of which the state is the entity responsible may take out insurance against personal injury affecting their students in connection with higher education outside Sweden. This insurance, however, may only apply in the case of studies at a foreign institution of higher education engaged in by agreement between the institutions concerned. The insurance shall cover the same types of injury and students as specified in section 11(a). Ordinance 2000:261.

Information to the National Agency for Higher Education

Sect. 12 The institutions of higher education shall submit such information about their activities to the National Agency for Higher Education as the Agency may request. Ordinance 1996:568.

Permission to Use Tuition Premises

Sect. 13 An institution of higher education shall be obliged to allow a democratically constituted association of students at the institution to use tuition premises for meetings arranged by the association for its members, provided that the meeting is held for the purpose of information, expression of opinion or similar, or performance of an artistic work. Persons invited by the association to attend the meeting must not be refused admission to the premises.

The provisions given in the first paragraph shall not apply if there is reason to assume that a serious disturbance of public order or unlawful activity will occur at the meeting. Nor shall the

first paragraph apply if the association's use of the premises is incompatible with the due course of higher education activities or with the obligations of the institution towards third parties. Ordinance 1998:1003.

Course Evaluations

Sect. 14 Institutions of higher education shall give students who are participating in or have completed a course an opportunity to present their experiences of and views on the course through a course evaluation to be arranged by the institution of higher education.

The institution of higher education shall collate the course evaluations and release information about the results and any action occasioned by the course evaluations. The results shall be made available to the students. Ordinance 2000:651.

Chapter 2. Governing Bodies and Vice-Chancellors

Composition of the Governing Body

Sect. 1 The governing body of an institution of higher education shall consist of the chairman, vice-chancellor and not more than thirteen other members. The governing body shall elect one of its members vice-chairman. Ordinance 1998:1003.

Duties of the Governing Body

Sect. 2 The governing body of an institution of higher education shall make decisions

1. on major matters concerning the overall orientation of activities and organisation of the institution of higher education,
2. on annual reports, interim reports, background information for budgets and other important reports,
3. on measures occasioned by audit reports and audit memorandums from the National Audit Office,
4. on audit programmes and measures occasioned by accounts required under section 6 of the Government Authorities Internal Audit Ordinance (1995:686),
5. on important matters concerning internal allocation of resources and follow-up thereof,
6. on important regulations,
7. a) on termination of employment on the grounds of personal circumstances, except where trial employment is concerned,
b) on disciplinary liability,
c) on the making of reports for instigation of public prosecution,
d) on suspension or medical examination,
8. on the admissions system mentioned in chapter 6, section 3, paragraph two and chapter 8, section 3, paragraph three,
9. on the appointments system mentioned in chapter 4, section 14, and
10. on matters that are otherwise matters of principle.

It is stated in the provisions in chapter 2, sections 7, 8 and 10, chapter 3, sections 2 and 6, and chapter 11, section 6 that the governing body of the institution of higher education shall also make decisions on certain matters other than those set out in the first paragraph.

Final decisions on matters referred to in the first paragraph, 7. a)-d) shall, however, be made by the staff disciplinary board of the institution of higher education, if there is such a board. As provided in chapter 4, section 33, in certain cases the Government Disciplinary Board for Higher Officials shall consider these matters. Ordinance 2002:558.

Sect.3 The vice-chancellor shall decide matters other than those referred to in section 2, unless

1. otherwise provided by law or ordinance, or
2. the governing body has decided otherwise.

If, however, in this ordinance or elsewhere it is provided that a certain duty is incumbent on the vice-chancellor, the governing body may not assume that duty. Ordinance 1998:1003).

Handling of Matters for the Governing Body

Sect. 4 There shall be a quorum of the governing body when more than half of the members, among whom are the chairman and vice-chancellor, are present. Ordinance 1997:1123.

Sect. 4(a) The governing body may instruct the chairman to take decisions concerning interim reports, after consultation with the vice-chancellor. Ordinance 2002:558.

Sect. 5 If a matter for the governing body is so urgent that the governing body cannot meet to discuss it, the matter may be decided by communication between the chairman, the vice-chancellor and at least the number of members required for a quorum. If this procedure is inappropriate, the chairman may decide the matter herself or himself, after consultation with the vice-chancellor.

Notification of decisions made in accordance with the first paragraph shall be given at the next meeting of the governing body. Ordinance 1997:1123.

Sect. 6 Matters shall be decided after presentation of a report on the matter. Ordinance 1998:1003.

Appointment of Members of the Governing Body

Sect. 7 Members other than the vice-chancellor shall be appointed for a fixed period not exceeding three years.

The teachers shall be entitled to representation by three members on the governing body. The teacher representatives shall be elected by ballot within the institution of higher education. The governing body shall issue more precise regulations relating to election procedures.

The students shall be entitled to representation on the governing body by three members.

Representatives of staff who are entitled under chapter 2, section 4, paragraph three of the Higher Education Act (1992:1434) to attend and make representations at meetings of the governing body, shall be appointed in accordance with the provisions of the Staff Representatives Ordinance (1987:1101). Ordinance 1998:1003.

Vice-Chancellors

Sect. 8 The vice-chancellor shall be appointed by government decision, acting on the proposal of the governing board of the institution of higher education, for a term lasting not more than six years. The appointment may be renewed, but no more than twice and for not more than three years at a time.

Before the governing board presents its proposal, it shall consult teachers, other employees and students, in the manner determined by the governing board.

In preparing its proposal for vice-chancellor, the governing board shall as far as possible identify both female and male candidates. The governing board shall render an account to the Government of the steps it has taken to incorporate the gender dimension in its work. Ordinance 2002:558.

Sect. 9 Repealed by Ordinance 1994:1101.

Sect. 10 The pro-vice-chancellor is the vice-chancellor's deputy. The pro-vice-chancellor shall be appointed by the governing board of the institution of higher education for a term of not more than six years. Before the governing board nominates a vice-chancellor, it shall consult teachers, other employees and students, in the manner determined by the governing board. In preparing its nomination of a pro-vice-chancellor, the governing board shall as far as possible identify both female and male candidates.

If more than one pro-vice-chancellor is appointed, one of them shall be made the vice-chancellor's deputy. Ordinance 2002:558.

Sect. 11 A person qualified for appointment as professor or senior lecturer shall be qualified to be vice-chancellor or pro-vice-chancellor.

Administrative skills shall also be taken into account when appointing a vice-chancellor or pro-vice-chancellor. Ordinance 1997:1123.

Sect. 12 The vice-chancellor shall decide matters after presentation of a report on the matter. The vice-chancellor may, however, decide a matter without presentation of a report if the decision cannot be delayed. Ordinance 1998:1003.

Sect. 13 The vice-chancellor may delegate his/her duties, unless otherwise specifically provided.

Sect. 14 Repealed by Ordinance 1997:1123.

Chapter 3 Faculty Boards and Other Bodies

Schools

Sect. 1 Doctoral studies shall be divided into a school of humanities and social sciences, a school of medicine, a school of natural sciences and a school of engineering. Ordinance 1998:1003.

Faculty Boards

Areas of Responsibility

Sect. 2 Basic provisions relating to the areas of responsibility of the faculty boards are set out in chapter 2, section 5(a) of the Higher Education Act (1992:1434).

The governing board shall decide which faculty boards there shall be and the area of responsibility of each faculty board. Ordinance 1998:1003.

Members

Sect. 3 The members of the faculty boards, except student representatives, shall be appointed by election. Elections shall be held by secret ballot. In the event of a tied vote, a decision shall be made by the drawing of lots.

Chapter 2, section 6 of the Higher Education Act (1992:1434) sets out who may be elected members of faculty boards and who shall elect the members. The following shall be deemed academically competent teachers

1. professors at an institution of higher education in fields other than artistic disciplines,
2. other teachers at an institution of higher education, if the teacher holds employment where a doctorate or corresponding academic competence is a requirement, and
3. professors, researchers or research assistants on a research council.

The persons referred to in paragraph two, 1-2, shall be deemed to be teachers within the area of responsibility of the faculty board if they are employed at the institution of higher education to which the faculty board belongs and if at least 40 per cent of their duties are to be carried out within the area of responsibility of the faculty board. The persons referred to in paragraph two, 3, shall be deemed to be teachers within the area of responsibility of the faculty board if they are employed at the research council and if at least 40 per cent of their duties are to be carried out within the area of responsibility of the faculty board. The positions mentioned in this paragraph shall relate to at least half-time work and be permanent or for a fixed period not shorter than two years.

Students at the institution of higher education to which the faculty board belongs shall be entitled to representation on the faculty board by at least three members. Ordinance 2002:558.

Sect. 4 One of the members of the faculty board shall be chairman of the faculty board and one shall be its vice-chairman. The chairman and the vice-chairman shall be appointed by the vice-chancellor at the proposal of the teachers who elect members of the faculty board. Ordinance 1998:1003.

Co-opted Members

Sect. 5 Provisions relating to co-opted members of the faculty boards are set out in chapter 11. Ordinance 1998:1003.

Artistic Development Board

Sect. 6 The governing boards of institutions of higher education offering education in the fine arts shall establish a body with responsibility for artistic development. The body shall be named the artistic development board. If a separate body is not established for undergraduate programmes, the board shall also be responsible for those activities.

The members of the artistic development board, except the student representatives, shall be appointed by election among teachers working within artistic disciplines at the institution of higher education to which the board belongs. Elections shall take place by secret ballot. In the event of a tied vote, a decision shall be made by the drawing of lots.

The majority of the members shall be teachers at the institution of higher education to which the board belongs.

Students at the institution of higher education shall be entitled to representation on the board by at least three members.

One of the members shall be chairman of the board and one shall be its vice-chairman. The chairman and vice-chairman shall be appointed by the vice-chancellor at the proposal of the teachers concerned. Ordinance 1998:1003).

Special Bodies

Sect. 7 Basic provisions relating to special bodies are set out in chapter 2, sections 5(a) and 6 of the Higher Education Act (1992:1434). Ordinance 2001:23.

Sect. 7(a) The majority of the members shall be academically qualified teachers at the institution of higher education to which the body belongs, unless the governing board decides otherwise.

The members of a special body, except student representatives and the members referred to in section 7(c), shall be appointed by election among the teachers concerned. Elections shall take place by secret ballot. In the event of a tied vote, a decision shall be made by the drawing of lots.

One of the members shall be chairman of the body and one shall be its vice-chairman. The chairman and vice-chairman shall be appointed by the vice-chancellor at the proposal of the teachers concerned. Ordinance 2001:23.

Sect. 7(b) The students at the institution of higher education to which the special body belongs shall be entitled to representation by at least three members. Ordinance 2001:23.

Sect. 7(c) In addition to the members chosen by election under section 7(a), paragraph two, and those representing the students under section 7(b), at least two other members shall be appointed to the special body referred to in chapter 2, section 5(a), paragraph two, sentences three and four of the Higher Education Act (1992:1434). These members must be suitable for the assignment and must not be employed at the institution of higher education to which the body belongs.

These members shall be appointed by the governing board of the institution of higher education. Ordinance 2001:23.

Special Establishments

Sect. 8 There may be special establishments at institutions of higher education for special duties in accordance with regulations issued by the Government. Ordinance 1998:1003.

Other Aspects of the Organisation

Sect. 9. The institutions of higher education may decide on other aspects of their internal organisation, unless otherwise specifically provided.

Students at institutions of higher education are entitled to representation on all decision-making or preparatory bodies at the institution whose activities are of importance to educational programmes and the students' situation. If a decision or preparatory work is to be undertaken by one single person rather than a body, information shall be given to and consultation be held with a student representative in good time before the decision or conclusion of the preparatory work. Ordinance 2000:651.

Higher Education Libraries

Sect. 10 The Libraries Act (1996:1596) contains provisions relating to higher education libraries.

Higher education libraries shall free of charge make literature from their collections available to other education libraries. Ordinance 1998:1003.

Election Committees

Sect. 11 Except for student representatives and the members referred to in section 7(c), election of members of faculty boards, artistic development boards and such special bodies as are referred to in sections 7-7(c) shall be held at the proposal of an election committee. Both men and women shall be represented on the election committee.

Both men and women shall be represented among the persons proposed for membership by the election committee. Unless there are particular reasons to the contrary, at least a third of the proposed persons shall be women and at least a third men.

What is said in the first and second paragraphs shall not prevent a person outside the election committee proposing further persons for membership. Ordinance 2001:23.

Handling of Matters

Sect. 12 Faculty boards, artistic development boards and such special bodies as are referred to in sections 7-7(c) shall have a quorum when more than half of the members are present, among whom shall be the chairman.

If a matter is so urgent that a board or body does not have the time to meet in order to discuss it, the matter may be decided by communication between the chairman and at least the number of members required to constitute a quorum. If this procedure is inappropriate, the chairman may decide the matter alone.

Notification of decisions taken in accordance with the second paragraph shall be given at the next meeting of the board or body. Ordinance 2001:23

Delegation

Sect. 13 Unless otherwise specifically provided, faculty boards, artistic development boards and such special special bodies as are referred to in sections 7-7(c) may delegate their duties. Ordinance 2001:23.

Research Ethics Review

Sect. 14 Institutions of higher education undertaking research ethics reviews of proposals for clinical tests of pharmaceutical preparations may charge a fee for the review. The Government shall decide the amount of the fee.

Applications for review should be processed within six months of the date on which the application was received by the institution of higher education. Ordinance 1998:1002.

Chapter 4. Teachers

Initial Provisions.

Categories of Teachers.

Sect. 1 Institutions of higher education may employ teachers as professors (including visiting professors), senior lecturers (including visiting senior lecturers), lecturers (including visiting lecturers), research assistants, part-time teachers and guest teachers.

Institutions of higher education may not employ other categories of teachers.

Within the framework of pilot projects, however, institutions of higher education may employ teachers as associate senior lecturers. Ordinance 2001:211.

Combined Employment

Sect. 2 An institution of higher education may, with the consent of an entity responsible for healthcare such as is referred to in chapter 3, section 8 of the Higher Education Act (1992:1434), decide that an appointment as professor or senior lecturer at the institution of higher education shall be combined with employment at a healthcare unit used for training and research by the school of medicine. Odontological training and research shall be considered training and research at such a unit. Ordinance 1998:1003.

Duties

Sect. 3 An institution of higher education shall decide to what extent the teachers at the institution shall be responsible for education, research or artistic development, and administrative duties. The institution shall endeavour in this connection to ensure that teachers in all categories teach in undergraduate programmes. Research assistants and associate senior lecturers shall, however, primarily undertake research.

In applying paragraph one, the institution of higher education shall take into account the implications of chapter 3, sections 1, 2 and 5 of the Higher Education Act (1992:1434), other statutory provisions and agreements. Ordinance 2001:211.

Sect. 4 Teachers shall be obliged to be present at the workplace to the extent decided by the institution of higher education. Ordinance 1998:1003.

Qualifications

Professors

Sect. 5 A person who has demonstrated both academic and teaching skills shall be qualified for appointment as a professor except in artistic disciplines.

As much attention shall be given to the assessment of teaching skills as to the assessment of academic skills. Ordinance 1998:1003.

Sect. 6 A person who has demonstrated both artistic skills and teaching skills shall be qualified for appointment as professor in artistic disciplines.

As much attention shall be given to the assessment of teaching skills as to the assessment of artistic skills. Ordinance 1998:1003.

Senior Lecturers

Sect. 7 A person who holds a doctorate or has corresponding academic qualifications or some other professional skill that is of value with regard to the subject matter concerned and the duties that the position will involve, and who has demonstrated teaching skills, shall be qualified for appointment as senior lecturer except in artistic disciplines.

As much attention shall be given to the assessment of teaching skills as to the assessment of other circumstances forming the basis for qualification under the first paragraph. Ordinance 1998:1003.

Sect. 8 A person who has shown artistic skills or has other professional skills that are of value with regard to the subject matter concerned and the duties that the position will involve, and who has demonstrated teaching skills, shall be qualified for appointment as senior lecturer in artistic disciplines.

As much attention shall be given to the assessment of teaching skills as to the assessment of other circumstances forming the basis for qualification under the first paragraph. Ordinance 1998:1003.

Associate senior lecturers

Sect. 8(a) A person who holds a doctorate or a foreign degree that is deemed equivalent to a doctorate shall be qualified for appointment as associate senior lecturer. Priority should be given to candidates who have completed their degree no more than five years before the last date for applications. Candidates who have completed their degree earlier than this should receive equal priority if special grounds exist. Special grounds include leave of absence because of sickness, service in the total defence, positions of trust in trade union organisations and student organisations, parental leave and other similar circumstances. Ordinance 2001:211.

Lecturers

S. 9 A person who has taken a bachelor's degree or who has corresponding qualifications and who has demonstrated teaching skills shall be qualified for appointment as lecturer. Ordinance 1998:1003.

Research Assistants

S. 10 A person who has taken a doctor's degree or who has a foreign qualification deemed equivalent to a doctorate shall be qualified for appointment as research assistant. Priority should be given to candidates who have completed their degree no more than five years before the last date for applications. Candidates who have completed their degree earlier than this should receive equal priority if special grounds exist. Special grounds include leave of absence because of sickness, service in the total defence, positions of trust in trade union organisations and student organisations, parental leave and other similar circumstances.

A person who has been employed as a research assistant for more than a total of three years may not be given other employment as research assistant within the same or a similar subject area at the same or any other institution of higher education. Ordinance 1999:1037.

Promotion

Promotion to Professor

Sect. 11 A senior lecturer permanently employed at an institution of higher education shall on application be promoted to a permanent position as professor at that institution, if the senior lecturer is qualified for such a position. The subject area for the position of professor shall be the same as for the position of senior lecturer. Ordinance 1998:1003.

Sect. 12 A person offered permanent employment as a senior lecturer at an institution of higher education shall instead be permanently employed there as a professor, if he or she so requests and is qualified for such a position. This shall, however, not apply in the event of a

promotion to senior lecturer such as is referred to in section 13 or 13(a). Ordinance 2001:211.

Promotion to Senior Lecturer

Sect. 13 A lecturer permanently employed at an institution of higher education shall on application be promoted to a permanent position as senior lecturer at that institution, if the lecturer is qualified for such a position. The subject area for the position of senior lecturer shall be the same as for the position of lecturer.

A permanently employed lecturer may be promoted to senior lecturer even if the qualification requirements are not met. This shall, however, only apply if the lecturer has demonstrated special teaching skills or special skills in developing and managing activities and staff at the institution of higher education or has shown particular aptitude in interacting with the surrounding community. (1998:1003)

Sect. 13(a) An associate senior lecturer at an institution of higher education shall on application be promoted to a permanent position as senior lecturer at that institution, if he or she is qualified for such an appointment and is in addition deemed suitable in the light of the grounds of assessment established by the institution for promotion to senior lecturer. The subject area in which the appointment as senior lecturer is made shall be the same as that applying in the case of the appointment as associate senior lecturer. Ordinance 2001:211.

Appointment Rules

Sect. 14 An institution of higher education's appointment rules shall be available at the institution of higher education. Appointment rules shall mean the rules for appointment of teachers that the institution of higher education applies. Ordinance 1008:1003.

Assessment Grounds for Appointments

Sect. 15 Assessment for the appointment of teachers shall be based on the degree in which a candidate possesses the skill required to qualify for appointment. Furthermore, regard shall be paid to the degree in which a candidate possesses administrative and other skills of importance, taking into account the subject matter determined by the institution of higher education for the position and the duties that the position will involve. Moreover, regard shall be paid to the degree in which a candidate possesses skills in developing and managing activities and staff at the institution of higher education and aptitude in interacting with the surrounding community and informing people about research and development projects.

Factual grounds conforming with general labour market, gender equality, social and employment policy goals shall also be taken into account in connection with appointments.

In connection with the appointment of research assistants, special weight shall be accorded to academic skills. Ordinance 1998:1003.

Sect. 16 If an institution of higher education has decided that positive discrimination may be applied in connection with a particular position or type of position as a stage in its efforts to promote gender equality at work, the following shall apply.

A person of an under-represented gender, who possesses in adequate degree the qualifications referred to in section 15, paragraphs one and two, may be appointed instead of a person of the opposite gender who would otherwise have been appointed.

Positive discrimination may, however, not be applied if the difference between the qualifications of the persons is so great that such application would contravene the requirement of objectivity in making the appointment. Ordinance 1998:1003.

Sect. 17 Before a position is declared open for applications and information about it is given in accordance with section 18, paragraph one, the faculty board, the artistic development board or a special body shall determine the subject area for the position and state the qualification requirements. The board or the body shall furthermore, on the basis of the various duties that the position will involve, decide on the various assessment grounds that are to be used and how they are to be weighted against each other. The appointment rules of the institution of higher education shall be observed in this connection.

Before a position as associate senior lecturer is declared open for applications, the institution of higher education shall decide on the grounds of assessment that are to be used when considering an application for promotion to senior lecturer.

The subject areas for the positions of professor, senior lecturer, lecturer, associate senior lecturer or research assistant must not be altered while one and the same person is employed. Ordinance 1998:1003.

Appointment Procedure

Announcement of Vacancy

Sect. 18 Before employing a teacher permanently or for a fixed period, the institution of higher education shall announce the vacancy and by advertisement or other equivalent procedure provide information about it.

This shall, however, not apply to

1. appointments relating to a period of less than six months,
2. appointment of a visiting teacher, part-time teacher or guest teacher,
3. appointment, except to the position of professor or research assistant, of a person having a preferential right to re-employment or to more full-time employment or of a person transferred to another post on the basis of section 7, paragraph two of the Employment Protection Act (1982:80),
4. appointment of a senior lecturer or, in cases such as are referred to in section 12, a professor, if the appointment relates to someone who for an uninterrupted period of not less than six years has been employed as a researcher at a research council and the institution of higher education has specifically decided that the researcher shall be employed as a senior lecturer after employment as researcher,
5. promotion to professor or senior lecturer,
6. an appointment such as is referred to in section 30, sentence three, 1, in the case of renewal,
7. permanent employment of a senior lecturer or lecturer who has been appointed pursuant to section 30, sentence three, 3; announcement and publication of information shall, however, take place if the earlier appointment has not been announced and no information about it has been published, or
8. appointment of a senior lecturer or lecturer pursuant to section 30, sentence three, 4. Ordinance 1998:1003.

Preparation of Appointment Matters

Sect. 19 An institution of higher education may invite a person to apply for a position as professor that has been declared vacant. The invitation must be made within three months of the faculty board, the artistic development board or a special body having selected the persons who are particularly familiar with the subject area for the position. Ordinance 2001:23.

Sect. 20 The faculty board, the artistic development board or the special body whose area of responsibility mainly covers the position shall prepare the matter and submit proposals in connection with the appointment of professors, lecturers and research assistants.

If the institution of higher education has established a special body for undergraduate programmes in the area of responsibility of a faculty board or an artistic development board, the institution of higher education shall decide to what extent the special body shall be responsible for preparatory matters and submission of proposals for appointment. Ordinance 2001:23.

Sect. 21 The faculty board or corresponding body shall procure opinions from at least two persons who are particularly familiar with the subject area for the position when appointing professors and senior lecturers. When appointing research assistants, the opinion of one person shall suffice.

Where the appointment of professors and senior lecturers is concerned, only one of the persons referred to in the first paragraph may be employed in the area of responsibility of the faculty board or equivalent body to which the position belongs. If the opinion of only one person is procured when appointing a research assistant, this person must not be employed within the area of responsibility of the faculty board or equivalent body to which the position belongs. The faculty board or equivalent body must not procure the opinion of a person as referred to in the first paragraph who is active within the area of responsibility of the faculty board or equivalent body and who mainly has duties within the subject area for the position, unless there are special reasons for doing so.

When the opinions of two or more persons are procured, both men and women should be represented, unless there are strong reasons to the contrary. Ordinance 1998:1003.

Sect. 22 Each of the persons referred to in section 21 individually shall deliver a written opinion to the faculty board or equivalent body. In this opinion they shall describe the skills of the applicants who should be considered in the first instance for the position, state their relative ranking and give reasons for their choice. If the circumstances in the case so justify, the board or equivalent body may, however, decide that such opinion may consist solely of a proposal of the applicant to be considered in the first instance. In case of applications for promotion under section 11 or section 13, paragraph one, the opinion shall relate to the question of whether the applicant should be promoted or not and whether the applicant is qualified or not. The faculty board or equivalent body may issue further regulations concerning the format of the opinion. Ordinance 1998:1003.

Sect. 23 If requested in an application for the position of senior lecturer, opinions under sections 21 and 22 shall relate not only to the applicant's qualification for the position of senior lecturer but also for the position of professor. Ordinance 1998:1003.

Sect. 24 In the case of temporary employment, the provisions of sections 21 and 22 shall be applied in connection with the appointment of research assistants, visiting professors or visiting senior lecturers. The provisions shall also apply in connection with appointment of teachers in artistic disciplines, except in case of a renewal of a position. Ordinance 1998:1003.

Sect. 24(a) The provisions of sections 20-22 concerning appointment procedures for senior lecturers shall also be applied when appointing associate senior lecturers. The provisions shall furthermore be applied when considering applications for promotion to senior lecturer under section 13(a). Ordinance 2001:211.

Sect. 25 The provisions of sections 20-22 shall apply to applications for promotion under section 11 or section 13, paragraph one. Opinions as specified in section 21 need not, however, be procured, if this is manifestly unnecessary for assessing whether promotion should take place or not. Ordinance 1998:1003.

Sect. 26 The faculty board or equivalent body shall propose the applicant who should be considered in the first instance for appointment. If there are special reasons, the proposal may refer to a further applicant or applicants who should be considered and state the order of priority between them.

In its proposal, the faculty board or equivalent body shall include an account of its assessment of the skills of every proposed applicant in relation to the assessment grounds that apply to the position. The account shall cover skills both in respect of each assessment ground separately and in a joint consideration of all the grounds for assessment. If there is only one applicant and it is proposed that he or she should be employed, the account referred to in this paragraph need not be submitted.

It should be clear from the proposal how the recruitment objectives of the institution of higher education have been taken into account. If both women and men have applied for the position, it should be stated how the gender dimension has been taken into account.

In connection with applications for promotion under section 11, section 13, paragraph one or section 13(a), the faculty board or equivalent body shall propose whether the applicant should be promoted or not and state whether the applicant meets the qualification requirements or not. Ordinance 2001:211.

Sect. 27 Proposals as specified in section 26 shall be submitted to the vice-chancellor. Ordinance 1998:1003.

Sect. 28 Teachers are appointed by decision of the vice-chancellor. This shall also apply to decisions relating to promotion such as are referred to in sections 11-13(a).

If the vice-chancellor finds that a lecturer, senior lecturer or associate senior lecturer does not meet the promotion requirements given in section 11, section 13, paragraph one or section 13(a), the application for promotion shall be refused by special decision.

If the vice-chancellor finds that a person offered an appointment such as is referred to in section 12 does not meet the requirements for appointment as professor, the request for appointment as professor shall be refused by special decision. Appointment as senior lecturer shall then be effected.

Decisions referred to in this section must not be delegated if they relate to appointments of professors or refusal of an application or a request for appointment as professor. Ordinance 1998:1003.

Sect.29 Before a teacher is given combined employment such as is referred to in section 2, the faculty board shall give the entity responsible for healthcare an opportunity to make representations in the matter. Ordinance 1998:1003.

Form of Employment

S. 30 Teaching appointments shall be open-ended. An appointment may, however, be limited to a fixed time under the Employment Protection Act (1982:80) except in cases of appointment as professor. Furthermore, the following shall apply as regards the limiting of terms of appointment:

1. A teacher in artistic disciplines may be given an open-ended contract for a period not exceeding five years. Such positions may be renewed. The total employment period, however, must not exceed ten years. In cases of promotion such as are referred to in sections 11 and 13, appointments shall be open-ended.
2. A visiting professor, visiting senior lecturer or visiting lecturer shall be employed on an open-ended basis for a period not exceeding three years. Such positions may be renewed. The total employment period, however, must not exceed six years.
3. A senior lecturer or lecturer may be given an open-ended contract for a period not exceeding one year if it is his/her first open-ended appointment, or first open-ended appointment subject to a certain time limit, as senior lecturer or lecturer. This shall, however, not apply to promotions such as are referred to in section 13 or 13(a). Appointments referred to in this section shall not be renewable.
4. A senior lecturer or lecturer may be given an open-ended contract for a period not exceeding three years, if he or she has an open-ended appointment as senior lecturer or lecturer at another institution of higher education. Appointments referred to in this section shall not be renewable.
5. An associate senior lecturer shall be employed on an open-ended basis for a period not exceeding four years. Such appointments may be renewed, though for not more than one additional year, if the associate senior lecturer has spent more than 25 per cent of his/her working hours teaching undergraduate courses.
6. A research assistant shall be employed on an open-ended basis for a period not exceeding four years. Such appointments may be renewed so that the total employment period covers more than four years, if there are special reasons.
7. A part-time teacher shall be employed on an open-ended basis for a period not exceeding one year. Part-time employment must be for not more than 20 per cent of a corresponding full-time position. Appointments as part-time teacher may be renewed.
8. A guest teacher shall be employed on an open-ended basis for a period not exceeding three years. Such appointments may be renewed. Ordinance 2001:211.

Incidental Employment

Sect. 31 The institutions of higher education shall in an appropriate manner inform their teachers about incidental employment or types of incidental employment that contravene chapter 3, section 7 of the Higher Education Act (1992:1434). An institution of higher education shall provide its teachers with advice when assessing whether a certain form of secondary employment contravenes that provision. If a teacher so requires, the institution of higher education shall give a written reply in such matters.

The Public Employment Act (1994:260) section 7(a) provides that an institution of higher education shall in an appropriate manner inform its employees about the types of circumstances that can cause incidental employment to be in contravention of section 7 of the Public Employment Act. Ordinance 2001:972.

Sect. 32 A teacher is obliged to keep the institution of higher education informed about any incidental employment activities that he or she undertakes and that relate to the subject area of his/her position. The institution of higher education shall keep records of this information. These records shall be kept in such order as to enable continuous monitoring of the incidental employment undertaken by each teacher. Ordinance 1998:1003.

Termination of Employment

Sect. 33 As regards professors, matters referred to in section 34 of the Public Employment Act (1994:260) and section 15 of the Letters of Appointment Employment Act (1994:261) shall be examined by the Government Disciplinary Board for Higher Officials. Ordinance 1998:1003.

Sect. 34 In cases other than those referred to in section 33 and chapter 2, section 2, the vice-chancellor shall make decisions on termination of employment. Decisions terminating the employment of a professor must not be delegated. Ordinance 1998:1003.

Chapter 5. Employment as Doctoral Student etc.

Employment as Doctoral Student

General Provisions

Sect.1 The institutions of higher education may have special positions for doctoral students to enable them to complete their doctoral studies. Ordinance 2002:139.

Duties

Sect. 2 A person employed as a doctoral student shall principally devote herself or himself to her or his own doctoral studies.

A person so employed may, however, be engaged to a limited extent in education, research and administration. Such duties, before a doctorate has been conferred, may not occupy more than 20 per cent of full-time working hours. Ordinance 1998:80.

Appointment

Sect. 3 Only persons who are being admitted or already have been admitted to doctoral studies at an institution of higher education may be appointed doctoral students. Ordinance 1998:80.

Sect. 3(a) Employment as a doctoral student shall be for full-time work. At the request of a doctoral student, however, the appointment may be for part-time work, though not less than 50 per cent of full-time. Ordinance 2002:139.

Sect. 4 A person who has been given doctoral grants shall on application to be appointed doctoral student be so appointed no later than when, under the individual syllabus, the equivalent of two years of full-time study remain before examination for the doctorate. This shall not, however, apply if the faculty board or a special body such as is referred to in chapter 2, section 5, paragraph two, sentences three and four of the Higher Education Act (1992:1434) has decided to discontinue the provision of resources to the doctoral student under chapter 8, section 10 of this ordinance or the doctoral grant under section 14 of the Doctoral Grants Ordinance (1995:938). Ordinance 2002:139.

Sect. 5 Where appointment as a doctoral student is to be effected in instances other than those referred to in section 4, the student's ability to benefit from doctoral studies shall be taken into account. When such a position is vacant, the institution of higher education shall by advertisement or some equivalent procedure provide information about this, so that those interested in the position are able to notify the institution of higher education of their interest by a certain date. However, such information need only be provided if the position is to be wholly or partly financed by the funds for research and doctoral studies allocated to the institution of higher education. Ordinance 1980:80.

Sect. 6 Appointment as a doctoral student shall be effected by decision of the vice-chancellor. Ordinance 1998:80

Form of Employment

Sect. 7 Employment as a doctoral student shall be on an open-ended basis but not for longer than to a specific point in time and never for a period extending more than one year after receiving the doctoral degree.

The initial appointment must not be for more than one year. The appointment may be renewed for no more than two years at a time.

A person may be employed as a doctoral student for a total of not more than eight years. The total employment period, however, must not exceed the equivalent of four years of full-time doctoral studies. In the case of studies to be concluded with a licentiate degree, the total period of employment must not exceed the equivalent of two years of full-time doctoral studies. The time when the doctoral student was studying but not employed as a doctoral student shall be deducted from these permitted periods.

The total employment period may, however, be longer than stated in the third paragraph if there are special reasons, such as leave of absence because of sickness, service in the total defence or positions of trust in trade union organisations or student organisations or parental leave. Ordinance 1998:80.

Assistants, teaching assistants and clinical assistants

General provisions

Sect. 8 Institutions of higher education may employ assistants, teaching assistants and clinical assistants. Ordinance 1998:80.

Duties

Sect. 9 Employment as an assistant must not correspond to more than 40 per cent and employment as a teaching assistant not more than 50 per cent of full working hours. The duties shall relate to education, participation in research or administration.

A clinical assistant shall work in clinical education and research. Ordinance 1998:80.

Appointment

Sect. 10 Only persons in receipt of doctoral student grants may be appointed assistants.

Only persons admitted to undergraduate education may be appointed teaching assistants.

Only persons holding a degree in medicine or dentistry or who are being admitted or have already been admitted to doctoral studies at a school of medicine may be appointed clinical assistants. Ordinance 1998:80.

Sect. 11 Assistants, teaching assistants and clinical assistants shall be appointed by decision of the vice-chancellor. Ordinance 1998:80.

Form of Employment

S. 12 Assistants, teaching assistants and clinical assistants shall be employed on an open-ended basis for a period not exceeding one year. Such appointments may be renewed. The total period of employment as a teaching assistant or clinical assistant, however, must not exceed three years. Ordinance 1998:80.

Chapter 6. Undergraduate studies¹

General Provisions

Sect. 1 All undergraduate education shall be conducted in the form of courses. Courses may be combined to constitute programmes.

Sect. 2 The scope of undergraduate education shall be stated in terms of a credit system, where each credit point corresponds to one week of full-time studies. Ordinance 1998:1003.

Sect. 3 Students shall be provided with access to student counselling services and careers guidance. The institution of higher education shall also ensure that appropriate information about the institution of higher education is available to those who intend to start undergraduate education.

In particular, the admission rules of the institution of higher education shall be available. The term "admission rules" shall mean the rules applied by the institution in respect of undergraduate education as regards application, qualification requirements and exemptions from these and selection, and relating to how decisions concerning admission and exemptions from qualification requirements are made and how to appeal against decisions concerning qualification requirements. Ordinance 1998:1003.

Degrees

Sect. 4 Only the degrees set out in Appendix 2 of this Ordinance (the Degree Ordinance) shall be available in undergraduate education. Ordinance 1998:1003.

Sect. 5 The Degree Ordinance shall state the requirements to be met for a given degree (Degree Description). Ordinance 1998:1003.

Course Syllabus

Sect. 6 There shall be a course syllabus for each undergraduate course.

Sect. 7 The course syllabus shall state

1. the name of the course,

¹ In the Degree Ordinance, the Government has laid down which degrees may be awarded and the objectives for these degrees. In the Swedish higher education system generally there are no intermediate qualifications. All degrees are regarded as final qualifications, even if there is a possibility to continue studying. Degrees are divided into general degrees and professional degrees. There are three general degrees:

"Högskoleexamen" (University Diploma), requiring a minimum of 80 credits.

"Kandidatexamen" (Bachelor of), requiring a minimum of 120 credits with 60 credits in the major subject including a 10-credit thesis/degree project.

"Magisterexamen med ämnesdjup" (Master of), requiring a minimum of 160 credits with 80 credits in the major subject including one 20-credit thesis or two 10-credit theses/ degree projects.

"Magisterexamen med ämnesbredd" (Master of) requiring a minimum of 40 credits with specialisation including a thesis/ degree project of at least 10 credits, in addition to a general or professional degree of at least 120 credits or a comparable foreign degree.

Doctoral studies are based on "grundläggande högskoleutbildning" of at least 120 credits. Furthermore, the faculty board in question may stipulate additional requirements for admission.

The most advanced courses (60-80 credit level) for the "Magisterexamen" can be accepted as partial fulfilment of the requirements of a doctoral programme.

The definitions of the concepts "grundläggande högskoleutbildning" and "forskarutbildning" do not correspond to the concepts "undergraduate", "graduate" and "postgraduate" used in the British and American systems and hence these translations are not relevant.

2. the number of credit points awarded for the course and its level in relation to the degree requirements,
3. the objective of the course,
4. the main contents of the course,
5. the literature and other educational materials to be used in the course,
6. the special prior knowledge required and other conditions that apply for admission to the course,
7. the methods to be used in assessing the students' performance,
8. the grades to be used, and
9. whether the course is divided into segments.

The course syllabus shall also state other regulations required. Ordinance 1998:1003.

Programme Syllabus

Sect. 8 Programmes shall have a programme syllabus. Section 7 provides that there shall be course syllabuses for the courses included in the programme.

Sect. 9 The programme syllabus shall state

1. the courses included in the programme,
2. the main structure of the programme,
3. the special prior knowledge required and other conditions that apply for admission to the programme.

The programme syllabus shall also state other regulations required. Ordinance 1998:1003.

Grades

Sect. 10 Unless the course syllabus otherwise prescribes, grades shall be awarded on completion of a course. A teacher specially appointed by the institution of higher education (the examiner) shall set the grade.

Sect. 11 Unless the institution of higher education otherwise prescribes, one of the expressions fail, pass and pass with distinction shall be employed as a grade. Ordinance 1998:1003.

Crediting of Courses

Sect. 12 If a student at an institution of higher education within the country has successfully completed a certain undergraduate programme, the student shall be entitled to credit for this programme when applying for study at another institution of higher education. This does not, however, apply if there is a substantial difference between the programmes at the different institutions.

The same provision also applies to students who have successfully completed a certain programme at a university or other institution of higher education in Denmark, Finland, Iceland or Norway or in an entity that is a party to the Council of Europe Convention of 11 April 1997

on the Recognition of Qualifications concerning Higher Education in the European Region. Ordinance 2001:738.

Sect. 13 A student shall be entitled to credit for programmes other than those referred to in section 12 if the knowledge and skills the student claims are of such nature and scope that they are largely equivalent to the programme in lieu of which credit is sought. A student may also be credited for equivalent knowledge and skills acquired in the course of professional employment.

Sect. 14 The institution of higher education shall assess whether previous education or employment can be accepted for credit. Only students and those who have completed contract education such as is referred to in sections 7-8 of the Contract Education at Universities and Institutions of Higher Education Ordinance shall be eligible for credit.

Degree and Course Certificates

Sect. 15 Students who meet the degree requirements shall on request be issued with a degree certificate by the institution of higher education.

The degree certificate shall be accompanied by a diploma supplement describing the degree programme and its place in the educational system.

The National Agency for Higher Education may provide more detailed directions concerning the required contents of the diploma supplement. Ordinance 2001:972.

Sect. 16 Students who have successfully completed a course shall on request be issued with a course certificate by the institution of higher education.

Sect. 17 If the certificate is to relate to education at more than one institution of higher education, the certificate shall be issued by the institution where the student has passed the latest examination or has completed his/her education, unless the institutions of higher education concerned have agreed otherwise in the particular case.

Study Documentation

Sect. 18 Regulations relating to study documentation, etc., shall be issued separately by the Government.

Sect. 19 Repealed by Ordinance 1999:30.

Chapter 7. Access to Undergraduate Education

General Provisions

Sect. 1 Admission to undergraduate programmes shall relate to a course or a programme. Ordinance 1996:984.

Sect. 2 It is a requirement for admission to undergraduate education that the applicant possesses general eligibility and also meets any specific entrance requirements that may be prescribed. Ordinance 1996:984.

Sect. 3 If there is cause, the institution of higher education may exempt the applicant from any eligibility requirement or requirements. Exemption from the eligibility requirements shall be granted applicants who do not meet the eligibility requirements but who through Swedish or foreign education, practical experience or other circumstances, have the ability to benefit from the education for which they have applied. Ordinance 1998:1272.

General Eligibility

Sect. 4 A person shall possess general eligibility if he or she has

1. received a school leaving certificate from a national or specially designed programme in upper secondary school and has been awarded at least the grade Pass in courses constituting at least 90 per cent of the upper secondary school credits required for a complete programme,
2. received a school leaving certificate from upper secondary adult education or has a combined grade document from upper secondary adult education and has at least the grade Pass in courses constituting at least 90 per cent of the upper secondary school credits required for a school leaving certificate,
3. has Swedish or foreign education equivalent to the requirements in 1 or 2,
4. has acquired, by activities other than education, knowledge equivalent to that which is provided by education referred to in 1 or 2, or
5. is resident in Denmark, Finland, Iceland or Norway and is eligible for higher education there.

The National Agency for Higher Education shall issue more detailed regulations concerning the requirements in paragraph one, 3 and 4. Ordinance 1996:984.

Sect. 5 A person whose native language is a language other than Swedish, Danish, Faroese, Icelandic or Norwegian shall possess the necessary knowledge of Swedish.

The National Agency for Higher Education shall issue more detailed regulations concerning the requirement in the first paragraph. A person whose native language is Finnish and has had Swedish as a subject in Finnish upper secondary school or a corresponding type of Finnish school for three years or more shall, however, be deemed to possess the necessary knowledge of Swedish. Ordinance 1996:984.

Sect. 6 Notwithstanding sections 4 and 5, a person shall be deemed to possess general eligibility if he or she

1. is 25 years old in the calendar year the studies commence or earlier,
2. has worked for a total of four years prior to the calendar half-year in which the studies commence or has otherwise acquired corresponding experience, and
3. has knowledge of Swedish and English equivalent to a completed national programme in upper secondary school.

The National Agency for Higher Education shall issue more detailed regulations relating to calculation of work experience. Ordinance 1996:984.

General Provisions concerning Specific Entrance Requirements

Sect. 7 The requirements for specific prior knowledge that are imposed shall be essential for the student to be able to benefit from the education. The requirements may relate to

1. knowledge from one or several courses in the national programmes of upper secondary school or equivalent knowledge,
2. knowledge from one or several higher education courses,

3. other conditions occasioned by the programme or that are of importance to the professional sector for which the programme provides preparation.

The institution of higher education shall decide the requirements to be imposed under the first paragraph in respect of programmes not intended for beginners at the institution of higher education. Ordinance 1996:984.

Specific Entrance Requirements for a Programme intended for Beginners

Sect. 8 In respect of programmes intended for beginners at institutions of higher education, the requirements referred to in section 7, paragraph one are set out in so-called standard entrance requirements.

The National Agency for Higher Education shall issue regulations concerning applicable standard entrance requirements. Ordinance 1996:984.

Sect. 9 The National Agency for Higher Education shall issue regulations concerning the standard entrance requirements that shall apply to programmes leading to the professional degrees listed in Appendix 2 that do not have an artistic orientation.

The institution of higher education shall decide which standard entrance requirements shall apply to other education intended for beginners at institutions of higher education. By permission of the National Agency for Higher Education, however, in respect of certain programmes or courses, the institution of higher education may, under section 7, paragraph one, impose requirements other than those set out in the standard entrance requirements, if this is necessary for the programme or course in question. Ordinance 1998:1003.

General Provisions regarding Selection

Sect. 10 In the selection process, the qualifications of applicants shall be taken into account.

The following selection criteria shall be used

1. grades,
2. national aptitude test, as referred to in section 17,
3. other special tests,
4. previous education and training,
5. work experience, and
6. special grounds.

In cases where applicants have equally good qualifications, gender may also be used as a selection criterion, with a view to increasing the recruitment of students of the underrepresented gender. If gender cannot be used as a selection criterion in such cases, the drawing of lots may also be employed.

The institution of higher education shall determine the selection grounds that shall apply under the second paragraph in respect of programmes not intended for beginners at institutions of higher education. Ordinance 1998:1003.

Selection for education intended for beginners

Sect. 11. Sections 12-16(b) shall apply to selection for education intended for beginners at institutions of higher education. This shall not, however, prevent priority of admission to a

course being given to applicants who are already students at the institution of higher education. Ordinance 1998:1003.

Sect. 12 The selection grounds shall be grades and the results of the national aptitude test in combination with work experience. Unless there are strong reasons otherwise, the places shall be allocated

1. at least one third on the basis of grades, and
2. at least one third on the basis of results of the national aptitude test combined with work experience.

Of the places referred to in paragraph one, 2, half shall be allocated on the basis of credits in the national aptitude test and credit for work experience, and half on the basis of credits in the national aptitude test alone.

Notwithstanding paragraph one, all places in a programme with an artistic orientation may be allocated on the basis of special tests other than the national aptitude test, optionally in combination with other selection grounds. Ordinance 1996:984.

Sect. 13 Certain provisions relating to the evaluation of grades are set out in Appendix 3.

The National Agency for Higher Education shall issue other regulations concerning the evaluation of grades. The National Agency for Higher Education shall also issue regulations concerning the allocation between various groups of applicants of the places referred to in section 12, paragraph one, 1. Ordinance 1998:1003.

Sect. 14 Credits shall be awarded for work experience after five years of at least half-time work, and shall total a quarter of the maximum credits for the national aptitude test. The National Agency for Higher Education shall issue further regulations relating to calculation of work experience. Ordinance 1996:984.

Sect. 15 Special tests other than the national aptitude test may be used as grounds for selection only in connection with

1. programmes preparatory to professional fields requiring certain personal characteristics or special competence, and
2. programmes with an artistic orientation.

As regards programmes referred to in paragraph one, 1, the National Agency for Higher Education shall decide whether to give permission for the institution of higher education to employ the tests and also the conditions that shall apply to their use. The National Agency for Higher Education may decide in this context to allow exemption from section 12, paragraph one, sentence two. Ordinance (1996:984).

Sect. 16 The National Agency for Higher Education shall issue regulations concerning the use of special reasons as a ground for selection under section 10, paragraph two, 6. Ordinance 1996:984.

Sect. 16(a) The National Agency for Higher Education may, in special circumstances, consent to an institution of higher education using other selection criteria or allocating places otherwise than as directed in section 12, when selecting applicants for a certain programme. Such consent shall relate to one or more specific selection occasions. Ordinance 1998:1003.

Sect 16(b) In isolated cases, an institution of higher education may deviate from section 12. This may only be done, however, if, by earlier education, work experience or other

circumstances, an applicant is specially qualified for the course or programme of education to which he or she is applying. Ordinance 1998:1003.

The National Aptitude Test

Sect. 17 There shall be a common national aptitude test for all institutions of higher education within the country. The National Agency for Higher Education shall be responsible for production of the test.

Institutions of higher education that are to use the test as a selection criterion shall arrange to hold the test. Institutions of higher education may do this jointly.

The result of the national aptitude test shall be valid until expiry of the calendar half-year occurring five years after the time of the test. Ordinance 1998:1003.

Sect. 18 A person wishing to sit the national aptitude test shall pay a fee of SEK 300 when applying to take the test. Ordinance 1996:984.

Admission Procedure

Sect. 19 Persons wishing to be admitted to undergraduate education shall apply within the time and in the manner prescribed by the institution of higher education.

Matters relating to admission shall be decided by the institution of higher education. In this context a mechanically produced notice of admission shall be valid as proof of the decision of the institution of higher education. Ordinance 1996:984.

Postponement of Studies for Admitted Persons and Interruption of Studies

Sect. 20. In the event of special circumstances, an institution of higher education may consent to persons admitted to undergraduate education at the institution

1. postponing the commencement of their studies, or
2. resuming their studies after an interruption.

The National Agency for Higher Education shall issue further regulations concerning postponement and interruption of studies. Ordinance 1998:1003.

Chapter 8. Doctoral Studies

General Provisions

Sect. 1 The scope of doctoral studies shall be stated in terms of a system of credits, where each credit point corresponds to one week of full-time studies. Ordinance 1998:80.

Sect. 2 Doctoral studies shall lead to a doctorate or a licentiate degree. The programme shall consist of 160 credit points for a doctorate and 80 credit points for a licentiate.

An institution of higher education may decide that doctoral studies intended to lead to a doctorate may be terminated by the awarding of a licentiate degree, if the student has taken at least 80 credit points. Ordinance 2002:139.

Sect. 3 Doctoral studies may be offered by universities. An institution of higher education that is not a university may offer doctoral studies in the officially designated schools at the institution of higher education.

The university or institution of higher education shall ensure that a person who intends to commence doctoral studies has access to the requisite information about the programme.

In particular, the admission rules of the institution of higher education shall be available. The term "admission rules" shall mean the rules applied by the institution in respect of doctoral studies as regards application, qualification requirements and selection, and relating to how decisions concerning admission are made. Ordinance 2000:261.

Sect. 3(a) A university or other institution of higher education offering doctoral studies shall arrange training courses for doctoral student supervisors. Ordinance 2001:211.

Duties of the Faculty Board

Sect. 4 Within its area of responsibility, the faculty board shall determine in which subjects doctoral studies shall be offered. Ordinance 1998:80.

Sect. 5 The faculty board shall have overall responsibility for the quality, efficiency, structure, syllabuses and supervision of doctoral studies and also for co-ordination of courses and training of supervisors. The faculty board shall also generally supervise doctoral studies. Ordinance 1998:80.

General Syllabus

Sect. 6 There shall be a general syllabus determined by the faculty board for every subject in which doctoral studies are offered. Ordinance 1998:80.

Sect. 7 Every general doctoral studies syllabus in a subject shall state

1. the main contents of the programme and, where relevant, compulsory reading in the subject,
2. the general structure of the programme,
3. the prior knowledge required and other conditions in addition to basic qualifications that apply for admission to the programme (special eligibility requirements),
4. the selection regulations applying to admission to the programme,
5. the examinations forming part of the programme, and
6. where applicable, the possibility of concluding part of the programme with a licentiate degree. Ordinance 1998:80.

Individual Syllabuses

Sect. 8 An individual syllabus shall be produced for each doctoral student. It shall be set by the faculty board after consultation with the doctoral student and his/her supervisor.

The individual syllabus shall contain a time schedule for the doctoral studies, a description of the obligations of the doctoral student and the faculty board during the period of the programme and what is otherwise required for the studies to be conducted in an efficient manner throughout the period.

The faculty board shall review the individual syllabus at least once a year. At the review the doctoral student and the supervisor shall inform the faculty board about the progress of the studies. The faculty board may then or when otherwise appropriate make such amendments to the individual syllabus as may be required. The programme period may be extended only if special circumstances justify this, such as leave because of illness, for service in the total

defence or for positions of trust in trade union organisations or student organisations or parental leave. The doctoral student and the supervisor shall be given an opportunity to make representations before amendments are made.

The doctoral student and the supervisor shall certify in writing that they have read the individual syllabus and the amendments made to it. Ordinance 1998:80.

Supervision

Sect. 9 The faculty board shall appoint one or more supervisors for each doctoral student. If more than one supervisor is appointed, one of them shall be appointed principal supervisor. The doctoral student shall be entitled to supervision during the time deemed necessary for the prescribed programme of 160 credit points, unless the faculty board decides otherwise pursuant to section 10.

A doctoral student who so requests shall be permitted to change supervisor. Ordinance 1998:80.

Sect. 10 If a doctoral student materially neglects his/her obligations under the individual syllabus, the faculty board shall decide that the doctoral student shall no longer be entitled to supervision and other resources for doctoral studies. The doctoral student and supervisor shall be given an opportunity to make representations before such a decision is made. The assessment shall be carried out on the basis of their accounts and other reports available to the faculty board. Whether the faculty board has fulfilled its obligations under the individual syllabus shall be taken into account in the assessment. The decision shall be in writing and reasons shall be given.

Resources must not be discontinued while the doctoral student is an employed doctoral student or in receipt of doctoral grants. Ordinance 1998:80.

Sect. 11 If the resources for doctoral studies have been discontinued under section 10, the doctoral student may on application to the faculty board recover his/her right to supervision and other resources. The doctoral student must then provide evidence that the future result of the studies will be of noteworthy quality and scope or otherwise show a likelihood that he or she will fulfil his/her obligations under the individual syllabus. Ordinance 1998:80.

Examination

Sect. 12 An institution of higher education shall, on proposal from the faculty board, decide on the designation of doctorates and licentiates conferred by the institution of higher education. Ordinance (1998:80).

Sect. 13 It is required for a doctorate that the doctoral student has passed the examinations forming part of the doctoral programme and also has had an academic dissertation (doctoral thesis) approved. The doctoral thesis shall have been orally defended in public. Production of the thesis shall correspond to studies of at least 80 credit points. Ordinance 1998:80.

Sect. 14 It is required for a licentiate that the doctoral student has passed the examinations forming part of that section of the programme, and also has had an academic paper approved which corresponds to at least 40 credit points. Ordinance 1998:80.

Sect. 15 Examinations forming part of doctoral studies shall be assessed in terms of the system of grades prescribed by the institution of higher education.

In assessing examinations, regard shall be paid to the depth of the doctoral student's knowledge as well as to the capacity for independent judgement and critical analysis shown by the doctoral student.

A teacher specially appointed by the institution of higher education (the examiner) shall determine the grade to be awarded. Ordinance 1998:80.

Sect. 16 A doctoral student who has successfully completed part of the doctoral programme at one institution of higher education in the country shall be entitled to credit for this at another institution of higher education. A doctoral student may also be granted credit for education undertaken at a foreign educational establishment.

An examiner at the institution of higher education where credit is desired for previous education shall assess whether credit shall be granted for such education. Ordinance 1998:80.

Sect. 17 The vice-chancellor shall determine the time and place for public defence of a thesis. The thesis shall be published well in advance. When publication is effected, the thesis shall be available at the institution of higher education in a sufficient number of copies to allow a satisfactory review of the thesis to be made when it is defended in public.

The faculty board shall decide on the minimum number of copies required in preparation for the public defence of the thesis and reimbursement of production costs for this edition. Ordinance 1998:80.

Sect. 18 The public defence of the thesis shall be directed by a chairman. There shall be an examiner at the public defence. The chairman and examiner shall be appointed by the faculty board. Ordinance 1998:80.

Sect. 19 A doctoral thesis shall be assessed using one of the grades "fail" or "pass", unless the institution of higher education prescribes another system of grades. The contents of the thesis and the defence of the thesis shall be taken into account when the grade is set. Ordinance 1998:80.

Sect. 20 The grade awarded a doctoral theses shall be set by an examining committee, which shall be specially appointed for each thesis. Ordinance 1998:80.

Sect. 21 An examining committee shall consist of three or five members. The faculty board shall decide the number of members and appoint them. At least one of the members of the examining committee shall be appointed from among the teachers within the area of responsibility of another faculty board or at another institution of higher education. The doctoral student's supervisor shall be a member of the committee only in exceptional circumstances. The committee shall appoint one of its members chairman. Ordinance 1998:80.

Sect. 22 The examiner shall be entitled to attend meetings of the examining committee and take part in the deliberations but not in the decisions. This shall also apply to the supervisor or, where relevant, the principal supervisor, unless the supervisor is a member of the committee. Ordinance 1998:80.

Sect. 23 There shall be a quorum of the examining committee when all members are present. The opinion agreed on by the majority of the members shall stand as the decision of the committee.

The committee shall decide whether reasons shall be given for the decision and whether dissenting opinions shall be reported, unless the institution of higher education has issued special regulations in this matter. Ordinance 1998:80.

Degree certificates

Sect. 24 A doctoral student who fulfils the requirements for a doctorate or a licentiate degree shall, on request, be issued with a degree certificate by the institution of higher education. Ordinance 1998:80.

Study Documentation

Sect. 25 Regulations concerning documentation of grades, etc., shall be specially issued by the Government. Ordinance 1998:80.

Delegation

Sect. 26 The faculty board shall decide matters referred to in sections 10 and 11 but may otherwise delegate its duties under this chapter. Ordinance 1998:80.

Special body

Sect. 27 If a programme of doctoral studies falls within the area of responsibility of a special body such as is referred to in chapter 2, section 5(a), paragraph two, sentences three and four of the Higher Education Act (1992:1434), the provisions given in this chapter regarding the faculty board shall instead apply to the special body. Ordinance 2001:23.

Chapter 9. Access to Doctoral Studies

General provisions

Sect. 1 Only as many doctoral students as can be offered supervision and otherwise acceptable conditions of study and whose studies have financing as directed in section 3 shall be admitted to doctoral studies. Ordinance 1998:80.

Sect. 2 The requirements for admission to doctoral studies are that the applicant

1. meets general admission requirements and the specific admission requirements that the faculty board may have prescribed, and
2. is judged to have the ability otherwise required successfully to pursue the programme. Ordinance (1998:80).

Sect. 3 The faculty board may only admit to doctoral studies applicants who are given doctoral appointments or doctoral student grants. The faculty board may, however, admit applicants who have some other form of financing for their studies, if it judges that financing can be secured for the whole of the programme and that the applicant will be able to devote sufficient time to his/her studies to complete the programme in four years in the case of a licentiate or eight years in the case of a doctorate. Ordinance 2002:139.

Sect. 3(a) The faculty board at an institution of higher education that has been given the appellation university may consent, without a new process of admission, to a doctoral student who has been admitted by another university or institution of higher education transferring to the new university to continue the programme and graduate there. This shall, however, only apply if the main part of the doctoral student's doctoral studies will have been undertaken at the institution of higher education that has been given the appellation university.

What is provided in the first paragraph shall apply in equivalent manner at an institution of higher education where there is an officially designated school. Ordinance 1998:1692.

General eligibility

Sect. 4 A person who has completed an undergraduate programme of at least 120 credit points or who in some other system in the country or abroad has acquired largely equivalent knowledge shall have general eligibility for admission. If there are special reasons for doing so, the faculty board may grant an individual applicant exemption from the general eligibility requirement. Ordinance 1998:80.

Special eligibility

Sect.5 The special eligibility requirements shall relate to knowledge from undergraduate programmes or corresponding education. The requirements may also relate to specific work experience. Ordinance 1998:80.

Selection

Sect. 6 Selection of applicants meeting the requirements under sections 2 and 3 shall be effected with regard to their ability to profit from the doctoral programme. Ordinance 1998:80.

Admission Procedure

Sect. 7 Persons wishing to be admitted to doctoral studies shall apply within the time and in the manner prescribed by the institution of higher education. Matters relating to admissions shall be decided by the institution of higher education. Ordinance 1998:80.

Special body

Sect. 8 If a programme of doctoral studies falls within the area of responsibility of a special body such as is referred to in chapter 2, section 5(a), paragraph two, sentences three and four of the Higher Education Act (1992:1434), the provisions given in this chapter regarding the faculty board shall instead apply to the special body. Ordinance 2001:23.

Chapter 10. Disciplinary Measures

General provisions

Sect. 1 Disciplinary measures may be taken against students who

1. by prohibited aids or other means attempt to deceive during examinations or when academic work is otherwise assessed,
2. disrupt or obstruct teaching, tests or other activities within the framework of studies at the institution of higher education.
3. disrupt activities in the library of the institution of higher education or other separate establishments at the institution,
4. subject
 - a) another student to such ethnic harassment, harassment because of sexual orientation, harassment because of disability or sexual harassment as is referred to in section 4 of the Equal Treatment of Students in Higher Education Act (2001:1286), or
 - b) an employee at the institution of higher education to sexual harassment, as referred to in section 6, paragraph two of the Act concerning Equality between Men and Women (1991:433), ethnic harassment, as referred to in section 3, paragraph two of the Act concerning Measures Against Ethnic Discrimination in Working Life (1999:130), harassment because of disability, as referred to in section 9, paragraph two of the Act prohibiting Discrimination in Working Life Against People with Disabilities (1999:132), or harassment

because of sexual orientation, as referred to in section 8, paragraph two of the Act prohibiting Discrimination in Working Life on grounds of Sexual Orientation (1999:133).

Disciplinary measures must not be taken later than two years after commission of the offence. Ordinance 2002:81.

Disciplinary Measures

Sect. 2 The disciplinary measures shall be caution and suspension.

A suspension decision shall mean that the student is prohibited from participating in instruction, tests or other activities within the framework of the programme at the institution of higher education. The decision shall relate to one or more periods, but shall not exceed six months in total.

A suspension decision may also be limited to relate to access to certain premises at the institution of higher education.

The Disciplinary Board

Sect. 3 Matters concerning disciplinary measures shall, unless otherwise follows from section 9, be handled by a disciplinary board. There shall be such a board at every institution of higher education.

Sect. 4 The disciplinary board shall consist of the vice-chancellor as chairman, a legally trained member who shall be or have been a permanent judge, and a representative of the teachers at the institution of higher education. The students at the institution of higher education shall be entitled to be represented by two members. Ordinance 1998:1003.

Sect. 5 The legally trained member and the member representing the teachers shall be appointed by the institution of higher education for a period of three years. Ordinance 1998:1003.

Sect. 6 The members of the board representing the students shall be appointed for a period of one year.

Sect. 7 When the chairman is prevented from attending, the vice-chancellor's deputy or another specially appointed deputy shall act as chairman of the disciplinary board.

There shall be an alternate for each and every one of the other members. The alternate for the legally trained member shall be or have been a permanent judge. Alternate members shall be appointed in the same manner and for the same periods as the members. Ordinance 1998:1003.

Sect. 8 There shall be a quorum of the disciplinary board when at least three members are present, among whom shall be the chairman and the legally trained member.

If there are differences of opinion when a decision is to be made on any matter, the provisions of chapter 29 of the Code of Judicial Procedure relating to votes in courts of law consisting exclusively of legally trained judges shall apply. Ordinance 1998:1003.

Handling of Matters

Sect. 9 If there is cause to suspect offences such as are referred to in section 1, the vice-chancellor shall promptly be notified.

The vice-chancellor shall arrange for the matter to be investigated and give the student an opportunity to make representations concerning the complaint. The vice-chancellor shall

thereafter, where appropriate after consultation with the legally trained member, decide whether the circumstances are such that the matter shall

1. be dismissed without further action,
2. occasion a caution from the vice-chancellor, or
3. be referred to the disciplinary board for a hearing. Ordinance 1998:1003.

Sect. 10 A decision by the vice-chancellor to issue a caution may be submitted to the disciplinary board by the student for examination. The student shall be informed of this right.

Other Provisions

Sect. 11 The disciplinary board shall ensure that matters referred to it are given thorough investigation. The board shall give the student concerned an opportunity to make representations in the matter to the board.

Sect. 12 A suspension decision shall have immediate effect, unless otherwise stated in the decision.

Sect. 13 When a suspension decision has been made, information about this shall immediately be sent to the National Board of Student Aid and the bodies concerned at the institution of higher education.

Interim Suspension

Sect. 14 If a matter is referred to the disciplinary board, the vice-chancellor may after consultation with the legally trained member order the student's interim suspension with immediate effect from activities at the institution of higher education.

An interim suspension decision shall have effect until the disciplinary committee has heard the matter, but not for more than one month. Ordinance 1998:1003.

Chapter 11. Municipal and County Council Higher Education

Sect. 1 A municipality or county council providing higher education shall organise it at one or more institutions of higher education. The institutions of higher education shall have one or more governing boards. The provisions of the Local Government Act (1991:900) relating to boards shall apply to such boards.

The governing board may establish at the institution of higher education boards other than those that may be established pursuant to the Local Government Act. The governing board may delegate the right to make decisions to such bodies.

The governing board shall supervise all the affairs of the institution of higher education and be responsible for the performance of its obligations. Ordinance 1998:1003.

Sect. 2 There shall be a vice-chancellor at each institution of higher education who shall direct its educational activities.

Sect. 3 The students shall be entitled to be represented within the institutions of higher education by three members on all decision-making bodies under the governing board that deal with matters concerning education and the students' situation. These representatives shall be appointed by election among the students. The students shall also be entitled to representation on bodies undertaking preparatory work. If a decision or preparatory work is to be undertaken by a single person rather than a body, information shall be given to and

consultation be held with a student representative in good time before the decision or conclusion of the preparatory work. Ordinance 2000:651.

Sect. 4 A faculty board, an artistic development board or other special body such as is referred to in chapter 3, sections 7-7(c) may, by decision of the government, also have duties relating to municipality or county council higher education.

When a faculty board or corresponding body decides matters relating to research resources affecting municipality or county council institutions of higher education, a representative of these institutions of higher education shall be co-opted. Ordinance 1998:1003.

Sect. 5 Municipalities and county councils shall have teachers for their higher education with the qualifications prescribed in chapter 4, section 9.

Municipalities and county councils shall also have senior lecturers to an extent sufficient to conduct the education at a high qualitative level. The qualification requirements provided in chapter 4, sections 7 and 8 shall apply to senior lecturers.

The provisions of chapter 4, section 13 relating to promotion shall apply in corresponding manner to lecturers.

Municipalities and county councils are not permitted to appoint teachers to the position of professor. Ordinance 1998:1003.

Sect. 6 Prior to appointment of a senior lecturer or promotion of a lecturer, a specially established body shall make proposals. This body shall be established by the governing board of the institution of higher education. The provisions relating to members in chapter 3, section 7(a) shall apply in corresponding manner to such a body.

The students shall be entitled to representation by at least three members on this body. These representatives shall be appointed by election among the students.

The provisions of chapter 4, sections 21 and 22, section 25, paragraph two and section 26 shall apply in corresponding manner to the appointment of senior lecturers or promotion of lecturers.

The specially established body shall present its proposal to the body that by decision of the municipality or county council is to decide on the appointment. Ordinance 1998:1003.

Sect. 7 The provisions of chapters 6, 7 and 10 shall apply to municipal and county council undergraduate programmes. Ordinance 1998:1003.

Chapter 12. Appeals

Sect. 1 Repealed by Ordinance 1999:1037.

Sect. 2 Appeals may be made to the Board of Appeal for Higher Education against the following decisions of an institution of higher education:

1. decisions relating to appointments at a state institution of higher education, with the exception of doctoral student appointments or appointment under chapter 4, section 11, 13 or 13(a) of professors or senior lecturers,
2. decisions pursuant to chapter 4, section 28, paragraph two to refuse an application for promotion,

3. decisions pursuant to chapter 4, section 28, paragraph three to refuse a request for appointment as professor,
4. decisions that an applicant does not meet the eligibility requirements for admission to an undergraduate programme and decisions not to grant exemption from the entrance eligibility requirements in such cases as are referred to in chapter 7, section 3, sentence two,
5. decisions concerning credit for a course,
6. refusal of a student's request for exemption from a compulsory segment of the education,
7. decisions to discontinue resources for doctoral studies under chapter 8, section 10 and decisions that a doctoral student shall not have resources restored under chapter 8, section 11, and
8. refusal of a student's request to receive a degree certificate or a course or programme certificate.

If a person who has applied for a position as senior lecturer appeals pursuant to paragraph one, 1, against the decision of the institution of higher education to employ another person and the Board of Appeal allows the appeal, the effect of this shall be that the appellant is appointed professor, if such appointment is claimed in the appeal. This shall, however, only apply if the appellant is qualified for such a position and has requested assessment thereof under chapter 4, section 23.

An appeal pursuant to paragraph one, 3, shall not be heard if the Board of Appeal decides that another person is to be given the position on the basis of an appeal under paragraph one, 1. Ordinance 2001:211.

Sect. 3 Under section 22(a) of the Administrative Procedure Act (1986:223), appeals may be made to a public administrative court against a decision by a disciplinary board to suspend or caution a student.

No appeals are allowed against other decisions by a disciplinary board. Ordinance 2002:81.

Sect. 4 Appeals against decisions by an institution of higher education in cases other than those mentioned in this chapter may only be made if permitted by a statute other than the Administrative Procedure Act (1986:223).

Sect. 5 There shall be no appeal against decisions of the Board of Appeal for Higher Education. Ordinance 2002:81.

S. 6 There shall be no appeal against decisions of the National Agency for Higher Education pursuant to the Higher Education Act (1992:1434) and there shall be no appeal against this ordinance. Ordinance 1995:944.

Transitional Provisions

1993:100

1. This ordinance shall come into force on 1 July 1993, unless otherwise is provided in paragraph two or three.

The following provisions shall come into force on 1 March 1993, viz.

a. provisions relating to admission to education in chapters 8 and 10:

in so far as programmes commenced after 30 June 1993 are concerned,

b. the provisions of chapter 2, section 10, chapter 3, chapter 6 and chapter 9, sections 16 and 17 relating to the appointment of certain employees and bodies at an institution of higher education:

in so far as employees and bodies are concerned whose activities commence after 30 June 1993.

If the new provisions relating to admission to education have been applied, the provisions of chapter 13 shall apply as regards the right to appeal against decisions taken in the admission matter. Ordinance 1993:159.

3. If in an act or statute reference is made to a provision that has been replaced by a provision in this ordinance, the new provision shall instead apply.

5. A matter at an institution of higher education that has not been determined by the end of June 1993 shall be handled in accordance with the provisions of this ordinance, unless otherwise specifically provided. The governing board of an institution of higher education shall if necessary issue further regulations concerning the handling of such matters.

6. A person who on 30 June 1993 holds the position of senior lecturer at an institution of higher education or the position of lecturer at an institution of higher education shall be deemed to hold the position of senior lecturer or the position of lecturer.

7. A person who on 30 June 1993 holds a position as teacher in an odontological subject with a clinical connection shall be appointed to the position of senior lecturer without the position being declared vacant.

8. The position of assistant dentist shall be abolished on retirement of current holders. A person who on 30 June 1993 holds a temporary appointment to such a position shall be permitted to retain the position until termination of the current appointment period.

9. If a position has been declared vacant and applications invited before 1 July 1993, the older provisions concerning appointment to and qualifications for the position shall apply to the appointment matter. The appointments recommendations committee, however, shall not then be required to have the composition provided in the older provisions. Ordinance 1993:952.

10. If an appointment matter has been raised in an appointments recommendations committee before the end of June 1993, but not yet decided, the committee may decide the matter with the composition it had at the end of the month of June 1993.

11. Persons who have commenced education in study programmes before 1 July 1993 shall be given an opportunity to complete these under the older provisions. This opportunity shall, however, remain only until 30 September 2000. Ordinance 1999:1037.

12. Persons who have commenced education before 1 July 1993 shall in instances other than relating to education in study programmes also be entitled to degrees under the older provisions until 30 September 2000. Ordinance 1999:1037.

13. Persons who have been admitted for education before 1 July 1993 and been granted postponement until a later time shall be deemed to be admitted to corresponding education under the new provisions.

14. Applicants who meet the general eligibility requirements under the provisions in their older wording shall continue to possess general eligibility until the end of 1999.

15. National aptitude tests that under older provisions are still valid on 1 July 1993 shall have extended validity under the new provisions in chapter 8, section 9, paragraph three.

16. Older provisions shall still apply to matters of appeal against decisions or recommendations that have been made before the coming into force of this ordinance.

1994:1101

1. This ordinance shall come into force on 1 July 1994.

3. A person who has completed two-year optician's training and in the period 1 January 1994 – 1 July 1995 has completed a registration course under older provisions shall become a qualified optician. This shall also apply to persons who have completed the said optician's training under older provisions and who after 1 January 1995 have completed supplementary training at Karolinska Institutet. Ordinance 1995:337.

4. A person who has commenced dentistry education before 1 July 1994 shall be entitled to a degree under older provisions until the end of 1998.

1995:253

This ordinance shall come into force on 1 April 1995. Appeal against decisions announced before its coming into force shall follow older provisions.

1995:944

1. This ordinance shall come into force on 1 July 1995.

2. If a matter relating to appointment to a position has been raised in an appointments recommendations committee before the ordinance entered into force, but has not yet been decided, the committee may decide the matter with the composition it had when the ordinance entered into force.

1996:913

1. This ordinance shall come into force on 1 November 1996.

3. A person who before 1 November 1996 has commenced education to become an upper secondary school teacher shall be entitled to a degree under the older provisions until the end of June 2002. A person who takes a degree after 1 January 1998 must, however, possess the ability to use computers and other information technology aids in his/her own learning and knowledge about how these aids can be used in teaching children and young persons/pupils.

1996:984

1. Chapter 2, section 2 and chapter 7, section 3 of this ordinance shall come into force on 1 March 1997 and the remainder of the ordinance on 1 December 1996.

3. Applicants meeting general eligibility requirements under provisions applying before 1 July 1993 shall until the end of 1999 be deemed to possess general entrance eligibility.

4. A person shall be deemed to possess general admission eligibility if he or she

- has completed a national or a specially designed programme in upper secondary school and in his/her school-leaving certificate wholly or partly has grades under the provisions in force before 1 July 1994 or has completed corresponding education and has corresponding grades from adult upper secondary education,

- meets the general admission requirements under provisions in force before 1 July 1993 and has a school-leaving certificate from a four-, three- or two-year upper secondary school programme or a two-year special upper secondary school course that as to its contents largely corresponds to at least a two-year upper secondary school programme or has corresponding grades from state or municipal adult education, or

- has before 1 July 1998 been awarded a certificate by a folk high school testifying to general eligibility for higher education studies. Ordinance 1999:687.

1998:80

1. Chapter 9, section 3 of this ordinance shall come into force on 1 January 1999, and the remainder of the ordinance on 1 April 1998.

2. The older provisions of chapter 5, sections 2 and 6 shall apply to persons who have been given a doctoral position before 1 April 1998. The older provisions of chapter 5, section 6 shall apply also to appointments to a doctoral position that terminates before the end of 2003 in the case of a doctoral student who has been accepted for doctoral studies before 1 April 1998 but has not been given a doctoral position before that date. Ordinance 2001:23.

3. The older provisions of chapter 5, section 9 shall apply until 30 June 1999 to persons who have been given salaried positions as assistants before 1 April 1998.

4. The new provision in chapter 5, section 4 shall apply to persons who have been given study grants for the first time in respect of a period after 31 December 1997. This shall, however, not apply to persons who have been admitted to doctoral studies before 1 April 1998 but who have only thereafter been given study grants for the first time and who on 1 April 1998 have been engaged in studies for a period exceeding three years or in the case of full-time studies 2 years and 5 months. Ordinance (19980:160).

5. What is provided in chapter 5, section 10 regarding schools of medicine shall until 1 January 1999 instead relate to faculties of medicine or odontology.

1998:1003

1. Chapter 1, sections 7(a), 9 and 13 and Appendix 1 of this ordinance shall come into force on 1 September 1998, and the remainder of this ordinance on 1 January 1999.

2. The older provision in chapter 1, section 3 shall apply, if a matter has been raised with the Office of the Chancellor of Justice before 1 January 1999.

3. The new provision in chapter 4, section 11 concerning promotion to professor shall also apply to senior lecturers who at the time of coming into force of the ordinance hold the position of associate professor.

4. A senior lecturer who at the coming into force of the ordinance holds the position of associate professor may continue to hold that position after the ordinance enters into force for as long as his/her employment as senior lecturer remains effective.

5. The new provisions of chapter 4, sections 17 and 18 shall apply to appointment procedures commenced on 1 January 1999 or later.

6. If an appointment procedure concerning a professor or a senior lecturer has commenced but not been completed before 1 January 1999, reports shall be submitted under the new provision in chapter 4, section 21 to the faculty board or corresponding body, unless the report has been submitted to the appointments recommendations committee before 1 January 1999.

If a report has been submitted to the appointments recommendations committee before 1 January 1999 but has not been fully processed by the committee, the committee shall, applying the older provisions in chapter 4 and chapter 6, submit a recommendation to the vice-chancellor.

After a recommendation has been submitted to the vice-chancellor in conformity with the second paragraph, the vice-chancellor may decide the matter without further preparation under the new provisions in chapter 4, section 20. This shall also apply when an appointments recommendations committee has submitted a recommendation to the vice-chancellor in an appointment matter before 1 January 1999 and the vice-chancellor has not made a decision in the appointment matter before 1 January 1999.

7. If a procedure concerning appointment as visiting professor has commenced but not been completed before 1 January 1999, the older provisions in chapter 4, section 18, paragraph two, sentence three shall apply instead of the new provisions in chapter 4, sections 26 and 27.

8. If a procedure concerning appointment as research assistant has commenced but not been completed before 1 January 1999, the older provisions in chapter 4, section 18, paragraph three shall apply.

9. The new provisions in chapter 4, sections 12 and 23 shall apply as regards appointment procedures commenced on 1 January 1999 or later.

10. If a person has been appointed to a position pursuant to the older provisions in chapter 4, section 21, the older provisions shall also apply to renewal or extension of the appointment taking place on 1 January 1999 or later.

11. The older provision in chapter 4, section 13, paragraph two shall apply in respect of persons who held the position of research assistant before 1 January 1999 instead of the new provision in chapter 4, section 10, paragraph two.

12. The new provision in chapter 10, section 1, paragraph one, 4 shall apply to offences committed on 1 January 1999 or later.

13. The new provisions in chapter 10, sections 4 and 7 shall be applied as from the first time on 1 January 1999 or later when the legally trained member and the alternate are to be appointed.

14. If a decision referred to in chapter 12, section 2, paragraph one, 4 has been announced before 1 November 1998, older provisions shall apply to the right of appeal. Ordinance 1998:1272.

1999:30

1. This ordinance shall come into force on 1 May 1999.

2. A person who has commenced education to become an assistant ship's engineer, chief engineer, master or mate before 1 August 1998 shall be entitled to a qualification under older provisions until 31 January 2002.

1999:1037

1. This ordinance shall come into force on 1 January 2000.

2. If a procedure concerning appointment as research assistant has commenced but not been completed by 1 January 2000, the older provisions of chapter 4, section 10, paragraph one shall apply.

3. Where appeals against decisions communicated before this ordinance entered into force are concerned, earlier regulations shall continue to apply.

2000:261

Chapter 1, sections 11(a) and 11(b) of this ordinance shall come into force on 1 July and the remainder of the ordinance on 1 January 2001.

2000:651

1. Appendix 2 of this ordinance shall enter into force on 1 August 2000, and the remainder of the ordinance on 1 September 2000.

2. A person who has commenced a programme in dispensing pharmacy at Uppsala University prior to 1 February 2001 shall be entitled to a diploma under older provisions until 1 February 2005.

2000:1057

This ordinance shall come into force on 1 January 2001.

2001:23

1. Items 6, 30 and 38 in appendix 2 of this ordinance and item 2 in the transitional provisions for the Ordinance concerning Amendment of the Higher Education Ordinance (1998:80) shall enter into force on 1 March 2001, and the remainder of the ordinance on 1 July 2001.

2. A person who has commenced a programme in child and youth training, art education, education for primary and secondary school, home economics education, physical education, music education or craft education before 1 July 2001 shall be entitled to obtain a diploma under the older provisions until the end of June 2008.

3. A person who has commenced a programme in education for upper secondary school before 1 July 2001 but after 31 October 1996 shall be entitled to a diploma under the older provisions until the end of June 2008.

4. A person who prior to 1 July 2001 has commenced a programme principally following the syllabus for education for primary and secondary school that was in effect until 30 June 1993 (UHÄ 1988-05-31) but who has not received training in educational methods shall be entitled to receive such training under the older provisions until the end of 2003.

5. A person who has commenced a programme in special education before 1 July 2001 shall be entitled to a diploma under the older provisions until the end of June 2003.

2001:211

This ordinance shall come into force on 1 July 2001.

Except for chapter 8, section 3(a), the ordinance shall be in effect until 30 June 2006. Where a person who is employed as an associate senior lecturer on 30 June 2006 is concerned, however, the ordinance shall remain in effect after that date.

2001:212

This ordinance shall be in effect until 30 June 2006.

Where a person who is employed as an associate senior lecturer on 30 June 2006 is concerned, however, the ordinance shall remain in effect after that date.

2001:738

This ordinance shall come into force on 1 November 2001.

2001:972

This ordinance shall enter into force on 1 January 2002. The new provisions of chapter 6, section 15, paragraphs two and three shall apply to degree certificates issued on 1 January 2003 or later.

2002:81

1. This ordinance shall come into force on 1 April 2002.

2. The new provisions of chapter 10, section 1, paragraph one, 4, shall apply to offences committed on 1 April 2002 or later.

3. If a decision as referred to in chapter 12, section 3 has been announced before 1 April 2002, older provisions shall apply regarding the right of appeal.

2002:139

This ordinance shall come into force on 1 May 2002.

2002:558

This ordinance shall come into force on 1 July 2002.

Appendix 1

LIST OF UNIVERSITIES AND INSTITUTIONS OF HIGHER EDUCATION FOR WHICH THE STATE IS THE RESPONSIBLE ENTITY AND THEIR TITLES

The universities and institutions of higher education for which the state has responsibility and their titles are set out in this Appendix in accordance with chapter 1, section 1.

Uppsala universitet (Uppsala University)
Lunds universitet (Lund University)
Göteborgs universitet (Göteborg University)
Stockholms universitet (Stockholm University)
Umeå universitet (Umeå University)
Linköpings universitet (Linköping University)
Karolinska institutet (Karolinska Institute)
Kungl. Tekniska högskolan (Royal Institute of Technology)
Luleå tekniska universitet (Luleå University of Technology)
Karlstads universitet (Karlstad University)
Växjö universitet (Växjö University)
Örebro universitet (Örebro University)
Sveriges lantbruksuniversitet (The Swedish University of Agricultural Science)

Blekinge tekniska högskola (Blekinge Institute of Technology)
Danshögskolan (University College of Dance)
Dramatiska institutet (University College of Film, Radio, Television and Theatre)
Högskolan i Borås (Borås University College)
Högskolan Dalarna (Dalarna University College)
Högskolan på Gotland (Gotland University College)
Högskolan i Gävle (Gävle University College)
Högskolan i Halmstad (Halmstad University College)
Högskolan i Kalmar (Kalmar University College)
Högskolan Kristianstad (Kristianstad University College)
Högskolan i Skövde (Skövde University College)
Högskolan i Trollhättan/Uddevalla (Trollhättan/Uddevalla University College)
Idrottshögskolan i Stockholm (Stockholm University College of Physical Education and Sports)
Konstfack (University College of Art, Craft and Design)
Kungl. Konsthögskolan (The Royal University College of Fine Arts) Kungl. Musikhögskolan i Stockholm (Royal College of Music in Stockholm)
Lärarhögskolan i Stockholm (Stockholm Institute of Education)
Malmö högskola (Malmö University College)
Mitthögskolan (Mid-Sweden University College)
Mälardalens högskola (Mälardalen University College)
Operahögskolan i Stockholm (Stockholm University College of Opera)
Södertörns högskola (Södertörns University College)
Teaterhögskolan i Stockholm (Stockholm University College of Acting)

Ordinance 2000:1057

Appendix 2

Degree Ordinance

Degrees in "grundläggande högskoleutbildning"²

This Appendix sets out, in accordance with what is provided in chapter 6, sections 4 and 5,

- a) the degrees that may be taken in undergraduate education, and
- b) what the requirements are for the various degrees.

Degrees in doctoral studies²

Provisions relating to doctoral studies are set out in chapter 8. The provisions state among other matters that the doctoral degrees are the following

- doctorate (doktorsexamen), which consists of 160 credit points, and
- licentiate (licentiatexamen), which consists of 80 credit points.

Degrees in sectors under the Ministry of Agriculture, Food and Fisheries.

Provisions relating to degrees in sectors under the Ministry of Agriculture, Food and Fisheries are regulated separately.

Degrees in "grundläggande högskoleutbildning" and the requirements for a certain degree to be issued (degree descriptions).

The name of the degree may in the degree certificate be translated into one or more languages. It shall reflect the length and the level (specialisation) of the programme. Unless otherwise prescribed in this appendix, the institution of higher education shall decide the translation in consultation with the National Agency for Higher Education. The institution of higher education shall then take into account the views of the National Agency for Higher Education and have regard to the importance of uniformity in translating the degree names. If courses forming part of a professional degree fulfil the requirements for a degree of master or bachelor,

² In the Degree Ordinance, the Government has laid down which degrees may be awarded and the objectives for these degrees. In the Swedish higher education system generally there are no intermediate qualifications. All degrees are regarded as final qualifications, even if there is a possibility to continue studying. Degrees are divided into general degrees and professional degrees. There are three general degrees:

"Högskoleexamen" (University Diploma), requiring a minimum of 80 credits.

"Kandidatexamen" (Bachelor of), requiring a minimum of 120 credits with 60 credits in the major subject including a 10-credit thesis/degree project.

"Magisterexamen med ämnesdjup" (Master of), requiring a minimum of 160 credits with 80 credits in the major subject including one 20-credit thesis or two 10-credit theses/ degree projects.

"Magisterexamen med ämnesbredd" (Master of) requiring a minimum of 40 credits with specialisation including a thesis/ degree project of at least 10 credits, in addition to a general or professional degree of at least 120 credits or a comparable foreign degree.

Doctoral studies are based on "grundläggande högskoleutbildning" of at least 120 credits. Furthermore, the faculty board in question may stipulate additional requirements for admission.

The most advanced courses (60-80 credit level) for the "Magisterexamen" can be accepted as partial fulfilment of the requirements of a doctoral programme.

The definitions of the concepts "grundläggande högskoleutbildning" and "forskarutbildning" do not correspond to the concepts "undergraduate", "graduate" and "postgraduate" used in the British and American systems and hence these translations are not relevant.

both as regards the length and the level of specialisation, this shall be set out on the degree certificate if the student so requires.

General Degrees

1. Master of (Magisterexamen)

Master of (Magisterexamen med ämnesdjup)

Scope

A Master of (Magisterexamen med ämnesdjup) shall be obtained after completing the course requirements of at least 160 credit points. Advanced studies are required in the main subject at the 80-credit point level, with passing grades.

Objectives

The general objectives set out in chapter 1, section 9 of the Higher Education Act and the objectives determined by the institution of higher education concerned.

Miscellaneous

In order to receive a degree of Master (Magisterexamen med ämnesdjup), the student shall have completed an independent project (degree project) of at least 20 credit points or two such projects of at least 10 credit points each. This project (these projects) shall be part of the main subject studied. Credit may be given for 40 credit points from doctoral studies in the main subject.

The main specialisation of the degree shall be stated in the degree certificate.

Master of (Magisterexamen med ämnesbredd)

Scope

A Master of (Magisterexamen med ämnesbredd) shall be obtained by a student who holds a degree of at least 120 credit points or an equivalent foreign degree, after completing course requirements totalling at least 40 credit points with specialisation, to be determined more precisely by the institution of higher education concerned.

Objectives

The general objectives set out in chapter 1, section 9 of the Higher Education Act and the objectives determined by the institution of higher education concerned.

Miscellaneous

In order to receive a degree of Master (Magisterexamen med ämnesbredd), the student shall have completed an independent project (degree project) of at least 10 credit points within the framework of course requirements.

The orientation of the programme shall be stated in the degree certificate.

2. Bachelor of (Kandidatexamen)

Scope

A Bachelor of shall be obtained after completing course requirements of at least 120 credit points in total. Advanced studies are required in the main subject at the 60-credit point level, with passing grades.

Objectives

The general objectives set out in chapter 1, section 9 of the Higher Education Act and the objectives determined by the institution of higher education concerned.

Miscellaneous

In order to achieve a degree of Bachelor, the student shall have completed an independent project (degree project/thesis) of at least 10 credit points. This shall be part of the main subject studied.

The main specialisation of the degree shall be stated in the degree certificate.

3. University Diploma (Högskoleexamen)

Scope

University Diplomas shall be obtained after completing course requirements totalling at least 80 credit points with a certain specialisation in accordance with the further decision of the institution of higher education.

Objectives

The general objectives set out in chapter 1, section 9 of the Higher Education Act and the objectives determined by the institution of higher education concerned.

Miscellaneous

The main specialisation of the degree shall be stated in the diploma.

Professional Degrees

4. Master of Science in Pharmacy (Apotekarexamen)

Scope

A Master of Science in Pharmacy shall be obtained after completion of course requirements of a total of 200 credit points including six months' work experience.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

To obtain a Master of Science in Pharmacy, the student shall have

- acquired knowledge and skills required as a basis for work principally in pharmacies, hospital pharmacies, the pharmaceutical industry, control and research laboratories and scientific institutions,

- acquired in-depth knowledge of chemistry, bioscience and pharmacy, with an emphasis on all aspects of the composition, production, function and use of pharmaceuticals.

The objectives set by the institution of higher education concerned shall in addition apply.

5. Bachelor of Science in Occupational Therapy (Arbetsterapeutexamen)

Scope

A Bachelor of Science in Occupational Therapy shall be obtained after completion of course requirements of a total of 120 credit points.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Occupational Therapy, the student shall have

- acquired the knowledge and skills required to be able to work independently as an occupational therapist,
- acquired knowledge and skills in occupational therapy treatment methods and knowledge about the connection between science and tested experience.
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge about conditions in society that affect people's health and the ability to initiate and participate in work to promote health and preventive measures.

The objectives set by the institution of higher education concerned shall in addition apply.

6. Master in Architecture (Arkitektexamen)

Scope

A Master in Architecture shall be obtained after completion of course requirements of 180 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master's in Architecture, the student shall have

- acquired knowledge and skills in planning, designing, managing and renovating developments and buildings applying a holistic approach and taking into account the needs of all people and society, and the requirements of sustainable and functional solutions of high quality and good design,
- acquired the requisite knowledge, after some years of professional activity as an architect, to make a creative, independent contribution in the field of architecture or town planning.

7. Bachelor of Science in Audiology (Audionomexamen)

Scope

A Bachelor of Science in Audiology shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Audiology, the student shall have

- the knowledge and skills required in order to be able to work as an audiologist,
- the knowledge and skills required to be able to conduct and interpret hearing tests, assess the need for and possibilities of habilitation and rehabilitation and be able to plan, carry out and evaluate habilitation and rehabilitation programmes,
- knowledge about the factors that can influence hearing health and knowledge about and ability to inform others about existing possibilities for preventive measures aimed at avoiding the occurrence of hearing damage,
- insight into the professional role in preparation for teamwork and cooperation with other professional categories,
- good self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, an ability to care for patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

8. Graduate Diploma in Midwifery (Barnmorskeexamen)

Scope

A Graduate Diploma in Midwifery shall be obtained after completion of course requirements of at least 60 credit points. The student shall in addition be a qualified nurse and registered with the National Board of Health and Welfare.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Graduate Diploma in Midwifery, the student shall have

- acquired such knowledge and skills as required in order to work independently as a midwife,
- developed self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge of conditions in society that affect the health of men and women and be able to initiate and participate in the promotion of health and preventive measures.

The objectives set by the institution of higher education concerned shall in addition apply.

9. Bachelor of Science in Biomedical Laboratory Science (Biomedicinsk analytikerexamen)

Scope

A Bachelor of Science in Biomedical Laboratory Science shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Biomedical Laboratory Science, the student shall have

- the knowledge and skills required in order to be able to work as a biomedical scientist/technologist,
- the ability independently to plan and carry out analyses and investigations, the ability to collect, process and assess results; notice and handle deviations; establish and improve biomedical laboratory methods, and good knowledge of quality assurance,
- insight into the professional role in preparation for team work and cooperation with other professional categories,
- good self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, the ability to care for patients and patients' samples.

The objectives set by the institution of higher education concerned shall in addition apply.

10. Bachelor of Science in Fire Protection Engineering (Brandingenjörsexamen)

Scope

A Bachelor of Science in Fire Protection Engineering shall be obtained after completion of course requirements of 140 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Fire Protection Engineering, the student shall have

- acquired the knowledge of technical, natural science, humanities and civics subjects necessary for the student to understand and apply the fundamental aspects of the chosen area of technology,
- acquired knowledge and skills in using and developing methods and techniques for risk management and social planning, as well as protection of the civil protection and fire and rescue services; with the aim of both preventing accident and injury, and implementing efficient rescue action within the fire and rescue services.
- acquired the knowledge required in order to be able, after a few years' professional experience in the field, to assume a leadership role within protection of the civil population and the fire and rescue services.

The objectives set by the institution of higher education concerned shall in addition apply.

11. Master of Science in Engineering (Civilingenjörsexamen)

Scope

A Master of Science in Engineering shall be obtained after completion of course requirements of 180 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master of Science in Engineering, the student shall have

- acquired knowledge of mathematics and natural science subjects to the extent required to understand and be able to apply the fundamental aspects of mathematics and natural sciences in the chosen area of technology,

- acquired knowledge of and skills in the design of products, processes and working environments, taking into account the abilities and needs of human beings as well as society's objectives as regards social conditions, economy of resources, environment and economy,

- acquired the knowledge enabling him or her, after a few years' work experience within his/her field, to take independent responsibility for development or utilisation of new technology at an internationally competitive level.

The objectives set by the institution of higher education concerned shall in addition apply.

12. Bachelor in Dietetics (Dietistexamen)

Scope

A Bachelor in Dietetics shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor in Dietetics, the student shall have

- the knowledge and skills required in order to be able to work as dietician,
- knowledge of and ability to examine and assess nutritional intake and nutritional status,
- ability to plan and manage diets for various groups in society and the ability to give information about diet and health,
- ability to prevent, examine and treat diet- and nutrition-related problems, symptoms and illnesses,
- insight into the professional role in preparation for teamwork and cooperation with other professional categories,
- good self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, the ability to care for patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

13. Diploma of Education in Aviation (Flyglärarexamen)

Scope

Diplomas of Education in Aviation shall be obtained after completion of course requirements of at least 40 credit points in total. Flying training, flying experience and psychological suitability in accordance with the civil aviation provisions are also required.

The student shall have completed supervised practice in order to obtain a Diploma of Education in Aviation.

The diploma shall state for which training the education is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Diploma of Education in Aviation, the student shall have

- acquired knowledge and skills in order to work professionally as an instructor in basic aviation training and other air traffic training,
- acquired knowledge of society's objectives and regulatory systems for aviation training and air traffic operations, about the roles of individuals in man-machine systems and of teaching methods and didactic theories and practice,
- developed aviation safety thinking and acquired an ability in all aviation operations to observe and implement measures appropriate for aviation safety,
- delivered a course project which includes relating the scientific theories the student has become conversant with to future working tasks.

The objectives set by the institution of higher education shall in addition apply.

14. Diploma of Education for the Folk High School (Folkhögskolelärareexamen)

Diplomas of Education for the Folk High School may be issued with folk high school specialisation or adult educational association specialisation.

Scope

A Diploma of Education for the Folk High School shall be obtained after completion of course requirements of at least 40 credit points in total.

The student shall have completed supervised practice in order to be awarded a Diploma of Education for the Folk High School.

The diploma shall state for what activities the training is intended.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Diploma in Education for the Folk High School, the student shall have

- the knowledge and skills required to work as a folk high school teacher or as a leader in other forms of popular adult education while realising and assisting in the development of the goals of the operations,
- knowledge of the goals of government, folk high schools and popular education organisations for popular adult education, and a holistic view of the personality-developing, cultural and social functions of popular adult education.
- good ability to lead and teach, to inspire to independent studies and to support individuals and groups in the planning of their studies,
- good cooperation and teamwork ability and good communication skills and an ability to use practical and artistic means of expression,
- ability to use computers and other information technology aids for his/her own studies and knowledge of how these aids may be used in teaching children and young persons/pupils,
- submitted a diploma project that includes relating the scientific theories the student has become conversant with to the future working tasks.

The objectives set by the institution of higher education shall in addition apply.

15. University Diploma in Engineering/Bachelor of Science in Engineering (Högskoleningenjörsexamen)

Scope

A University Diploma in Engineering/Bachelor of Science in Engineering shall be obtained after completion of course requirements of at least 80 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Engineering/Bachelor's degree in Engineering, the student shall have

- acquired knowledge of mathematics and natural science subjects to the extent required to understand and be able to apply the fundamental aspects of mathematics and natural sciences in the chosen area of technology,
- acquired knowledge of and skills in managing products, processes and working environments, taking into account the abilities and needs of human beings as well as society's objectives as regards social conditions, economy of resources, environment and economy,
- acquired the knowledge enabling him or her, after a few years' work experience within his/her field, to participate in and be responsible for utilisation of known technology in manufacturing and construction.

The objectives set by the institution of higher education concerned shall in addition apply.

16. Master of Laws (Juris kandidatexamen)

Scope

A Master of Laws shall be obtained after completion of course requirements of 180 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master of Laws, the student shall have

- acquired the theoretical knowledge and skills principally in civil law, procedural law, criminal law, constitutional law, administrative law, financial law and international law required to be considered for judicial appointments and practice as a member of the Swedish Bar Association,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of men and women,
- acquired knowledge of how mental and physical violence affects women and men,
- obtained insight into subject areas, e.g. legal history, jurisprudence and economics, that may be of particular importance to the application of legal knowledge.

The objectives set by the institution of higher education concerned shall in addition apply.

17. University Diploma in Dance (konstnärlig högskoleexamen i dans)

Scope

University Diplomas in Dance are obtained after completion of course requirements of at least 80 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Dance, the student shall have

- acquired knowledge and skills independently to solve the tasks dancers face on stage,
- acquired a good basis for continued development as a creative artist in a collective.

Choreography students shall have

- acquired the knowledge and skills either to create a dramatic work or interpret such a dramatic work and therein lead and coordinate the work of other participants in this process.

Students of dance and movement education shall have

- acquired the knowledge, skills and pedagogical methods necessary to be able to conduct dance education for children, young people and adults within various forms of dance.
- acquired skills for professional work as a teacher of dance in pre-school, compulsory, and upper secondary education, adult education, a municipal dance/music/cultural school or other voluntary dance teaching.

Folk dance students shall have

- acquired the knowledge and the skills required in order to work as a folk dance teacher and leader,
- acquired a good basis for further development of teaching methods within folk dancing.

The objectives set by the institution of higher education shall in addition apply.

18. University Diploma in Fine Arts and Design (konstnärlig högskoleexamen i konst och design)

Scope

University Diplomas in Fine Arts and Design shall be obtained after completion of course requirements of at least 80 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to be awarded a University Diploma in Fine Arts and Design, the student shall have

- acquired skills and knowledge in order to independently, or in collaboration with representatives of other professions, work as a creative artist within the fields of photography, graphics, handicrafts, painting or sculpture, etc.

To obtain a University Diploma with design specialisation, the student shall have

- acquired the knowledge, skills and work methodology necessary to independently, or in collaboration with representatives of other professions, on an artistic basis design products and

solve design, technical, practical, economic, environmental and other problems within the specific specialist area.

The objectives set by the institution of higher education concerned shall in addition apply.

19. University Diploma in Music (konstnärlig högskoleexamen i musik)

Scope

Diplomas in Music are obtained after completion of course requirements of at least 80 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Music, the student shall have

- acquired the knowledge and skills required to work independently as a singer, instrumental musician, composer, arranger or ensemble leader, so as to produce music of a high qualitative level,
- acquired the knowledge and skills required to be able to convey musical experiences and stimulate musical activity in various social contexts,
- acquired a good basis for continued development as a creative artist in a collective.

The objectives set by the institution of higher education concerned shall in addition apply.

20. University Diploma in Performing Arts and Media (konstnärlig högskoleexamen i scen och medier)

Scope

University Diplomas in Performing Arts and Media shall be obtained after completion of course requirements of at least 80 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Performing Arts and Media, the student in dramatic performing arts shall have

- acquired the knowledge and skills required to independently handle scenic tasks with which artists are presented in work within film, opera, mime, musicals, TV or theatre,
- acquired a good basis for continued development as a creative artist in a collective.

Students in drama/dramaturgy and direction shall have

- acquired the knowledge and skills required to either create a dramatic work or interpret such a dramatic work, and therein lead and coordinate the work of other participants in this process.

Students of media shall have

- acquired the knowledge and skills required to be able, independently or in collaboration with representatives of other professions, to deal with tasks occurring in work within

film/radio/theatre/TV production, film/TV photography, film/TV/radio sound engineering, film editing/video editing, make-up/wig-making, theatre technology or drama/dramaturgy, etc.

The objectives set by the institution of higher education concerned shall in addition apply.

21. Master of Science in Speech Pathology and Therapy (Logopedexamen)

Scope

A Master of Science in Speech Pathology and Therapy shall be obtained after completion of course requirements of 160 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master of Science in Speech Pathology and Therapy, the student shall have

- acquired the ability to examine and assess the linguistic communicative ability of children, young people, adults and the elderly with various forms of voice, speech and linguistic problems and to make logopedic diagnoses and assess the prerequisites for successful improvement in communicative ability,
- acquired basic clinical and pedagogical experience of methodology used in rehabilitation/habilitation of voice, speech and linguistic problems and the ability to plan, carry out and evaluate treatment programmes,
- acquired a holistic view of the individual's language and social situation and gained understanding of the fact that voice, speech and linguistic ability are an integrated part of the personality of the individual.
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge of the role of speech pathology and therapy in healthcare and medical work and an ability to undertake preventive healthcare in the field of speech pathology and therapy/phoniatrics.

The objectives set by the institution of higher education concerned shall in addition apply.

22. University Medical Degree (Läkarexamen)

Scope

University Medical Degrees shall be obtained after completion of course requirements of 220 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Medical Degree, the student shall have

- acquired the knowledge and skills constituting the basis for the medical profession and for completion of the pre-registration house officer period required for unconditional medical qualification,

- acquired knowledge of conditions in society that affect the health of women and men in order to be able to work preventively as a physician,
- developed self-knowledge and an ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, be able to care for patients and their relatives,
- acquired the knowledge about healthcare finances and organisation that is of importance to all physicians and developed a professional function in preparation for teamwork and cooperation with other staff categories.

The objectives set by the institution of higher education concerned shall in addition apply.

23. Bachelor in Education/Master in Education (Lärarexamen)

Scope

A Bachelor in Education/Master in Education shall be obtained after completion of course requirements of 120, 140, 160, 180, 200 or 220 credit points. The programme shall comprise three integrated educational fields: a general field comprising 60 credit points, a field with one or more areas of emphasis comprising at least 40 credit points specific to a subject or subject area and a field with one area of specialisation comprising at least 20 credit points. In the general field, interdisciplinary subject studies shall comprise at least 30 credit points.

To qualify for teaching and other educational activities in

- preschools, pre-school classes, the lower level of the compulsory school as well as school-age child care and mother tongue tuition, at least 140 credit points are required,
- higher level of the compulsory school and upper secondary schools, with the exception, however, of the upper secondary school's vocational subjects, 180 credit points are required, including one or two specialisation/s worth at least 60 credit points in the relevant subject/s or subject areas.

To qualify to teach subjects specific to vocationally-oriented programmes in upper secondary schools 120 credit points are required. Instead of emphasis and specialisation, extensive professional experience as well as 60 credit points in higher education or other equivalent education are required.

To qualify to teach Swedish and civics in the compulsory school at least 60 credit points are required and at upper secondary school level at least 80 credit points in subject areas relevant to these subjects. In the case of mother tongue tuition, special focus on the relevant subject area comprising at least 60 credit points is required.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a degree in Education, the student shall have acquired the knowledge and skills required to realise the objectives of pre-school, school and adult education and to contribute to development of the respective activities in accordance with the applicable regulations and guidelines. Furthermore, the student shall be able to

- implement good and relevant knowledge in subjects or subject areas so that all pupils learn and develop,
- judge and evaluate pupils' learning and development as well as inform and cooperate with parents and guardians,

- impart and establish the basic values of society and democracy,
- become familiar with, analyse and take a position on universal matters, ecological living conditions and changes in the world,
- realise the importance of gender differences in the teaching situation and in connection with presentation of subject matter,
- independently and together with others plan, implement, evaluate and develop teaching and other educational activities as well as participate in the management of these,
- utilise and systematise his/her experience and the experience of others as well as relevant research results as a basis for the development of the profession,
- use information technology in educational development and be aware of the importance of the role of the media in this context.

Miscellaneous

At least 10 credit points in the general field shall relate to teaching practice. Likewise, in the field with one or more areas of emphasis at least 10 credit points shall refer to teaching practice.

To qualify for a university degree in Education the student shall have completed an independent project (degree project) of 10 credit points.

The degree certificate shall state the areas of emphasis and specialisation the student has completed and for what teaching or activities the training is intended.

The objectives set by the institution of higher education concerned shall in addition apply.

24. Bachelor of Science in Optometry (Optikerexamen)

Scope

A Bachelor of Science in Optometry shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to be awarded a Bachelor of Science in Optometry, the student shall have

- acquired knowledge and skills required in order independently to fit, manufacture and provide optical aids in accordance with the regulations applicable to opticians, and
- acquired knowledge of relevant health and medical care legislation.

The objectives set by the institution of higher education concerned shall in addition apply.

25. Master of Fine Arts in Church Music (Organistexamen)

Scope

A Master of Fine Arts in Church Music shall be obtained after completion of course requirements of 160 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to be awarded a Master of Fine Arts in Church Music, the student shall have

- acquired knowledge and skills in order independently to perform music at an artistic level within the church music repertoire,
- acquired knowledge and skills in order, in his/her future professional role, to be able to organise and lead church music activities in the Church of Sweden and other faith communities,
- acquired knowledge and skills required to convey musical experiences in different environments,
- acquired knowledge and skills required to teach church music in faith communities, the school system and other contexts.

The objectives set by the institution of higher education concerned shall in addition apply.

26. Bachelor of Science in Prosthetics and Orthotics (Ortopedingenjörsexamen)

Scope

A Bachelor of Science Prosthetics and Orthotics shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Prosthetics and Orthotics, the student shall have

- the knowledge and skills required in order to work as an orthopaedic engineer,
- the knowledge and skills required in order to undertake technical design of aids for the individual and to work as a technical specialist in the whole rehabilitation field and to have the ability to participate in health promotion and preventive work,
- insight into the professional role in preparation for teamwork and cooperation with other professional categories,
- good self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, an ability to establish good relations with patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

27. Master of Science in Psychology (Psykologexamen)

Scope

A Master of Science in Psychology shall be obtained after completion of course requirements of 200 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Master of Science in Psychology, the student shall have

- acquired knowledge and skills that constitute the basis of the psychologist profession and completed the prescribed practical experience required for registration as a psychologist,
- knowledge of psychological methods for assessment and treatment relating to individuals and ability, under supervision, to participate in psychotherapy work,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men,
- acquired the ability to plan, lead and implement development and changes relating to groups, organisations and environments,
- acquired the ability to plan and implement staff training and supervision,
- acquired the ability to plan, lead and implement preventive activities relating to individuals, groups, organisations and environments,
- acquired the ability on a scientific basis to evaluate and develop treatment and action programmes within psychologists' fields,
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish relations of various kinds.

The objectives set by the institution of higher education concerned shall in addition apply.

28. Graduate Diploma in Psychotherapy (Psykoteraeutexamen)

Scope

Graduate Diplomas in Psychotherapy shall be obtained after completion of course requirements of 60 credit points in total in a three-year period. A degree in psychology (under the 1982 study regulations), medical qualification and completed specialist training in general psychiatry, or a bachelor's degree in social work with prescribed supplementary studies, or other equivalent training is also a requirement.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Graduate Diploma in Psychotherapy, the student shall have

- acquired the advanced knowledge and skills required in order independently to make diagnostic assessments and produce treatment programmes and implement and evaluate psychotherapy in one of the areas individual, group or family therapy,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of men and women,
- developed a capacity for independent thought, self-knowledge and capacity for empathy.

The objectives set by the institution of higher education concerned shall in addition apply.

29. Bachelor of Science in Pharmacy (Receptarieexamen)

Scope

A Bachelor of Science in Pharmacy shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Pharmacy, the student shall have

- acquired the knowledge and skills required to work as a dispenser,
- the knowledge and skills required in order independently to work with pharmaceutical information, providing pharmaceutical advice and evaluation of pharmaceuticals and thereby to contribute to a rational and optimal use of pharmaceuticals,
- an ability practically to apply scientific documentation and information about pharmaceuticals in dialogue with users of pharmaceuticals and personnel in the health and medical field, the pharmaceutical industry and authorities,
- insight into the professional role and preparedness for teamwork and cooperation with other occupational groups,
- good self-knowledge and an ability to empathise and thus, maintaining an ethical attitude and a holistic view of the human being, be able to work within the health and medical care areas.

The objectives set by the institution of higher education concerned shall in addition apply.

30. Bachelor of Science in Diagnostic Radiography Nursing (Röntgensjuksköterskeexamen)

Scope

A Bachelor of Science in Diagnostic Radiography Nursing shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Diagnostic Radiography Nursing, the student shall have

- acquired the knowledge and skills required in order to work as a radiographer,
- the ability to independently plan and carry out examinations and treatments on the basis of the patient's condition and the contents of the referral,
- the ability to process and evaluate results,
- the ability to develop and improve methods and techniques in medical diagnostic radiology as well as to develop and guarantee quality,
- the ability to contribute to optimised radiation treatment of patients with regard to radiation dose and compliance with safety regulations,
- the ability to handle pharmaceuticals in an adequate manner and inform the patient about pharmaceuticals, their effects and side-effects,
- insight into his/her professional role and preparedness for team work and cooperation with other professional categories,

- good self-knowledge and ability to empathise and hence, based on an ethical attitude and a holistic view of the human being, the ability to care for patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

31. Bachelor of Science in Physiotherapy (Sjukgymnastexamen)

Scope

A Bachelor of Science in Physiotherapy shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Physiotherapy, the student shall have

- acquired knowledge and skills required in order to work independently as a physiotherapist,
- acquired knowledge of and skills in physiotherapy treatment methods and knowledge of the connection between science and tried and tested experience,
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge about conditions in society that affect people's health and be able to initiate and participate in health promotion and preventive activities.

The objectives set by the institution of higher education concerned shall in addition apply.

32. Master of Science in Medical Physics (Sjukhusfysikerexamen)

Scope

A Master of Science in Medical Physics shall be obtained after completion of course requirements of in total 180 credit points.

Objectives (in addition to the general objectives in chapter 1 section 9 of the Higher Education Act)

In order to obtain a Master of Science in Medical Physics, the student shall have

- the knowledge and skills required in order to be able to work as a medical physicist,
- ability to understand and apply mathematical and natural science methods in all activities involving radiation in health and medical care,
- knowledge about the physical and technical aspects of radiotherapy, nuclear medicine, diagnostic radiology and non-ionising radiation and their use in treatment,
- practical skills in order to carry out required quality checks on equipment and participate in quality assurance activities for both equipment and work methods in activities involving radiation,
- insight into the professional role in preparation for teamwork and cooperation with other professional categories,

- good self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, ability to care for patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

33. Bachelor of Science in Nursing (Sjuksköterskeexamen)

Scope

A Bachelor of Science in Nursing shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Nursing, the student shall have

- acquired the knowledge and skills required in order to be able to work independently as a nurse in general health and medical care,
- acquired knowledge of general and specific care,
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives,
- acquired knowledge about conditions in society that affect women's and men's health and be able to initiate and participate in health promotion and preventive activities,
- acquired knowledge of healthcare finances and organisation that is of importance to health and medical services,
- acquired knowledge of planning, leadership and coordination of care work and developed a professional function in preparation for teamwork and cooperation between various staff categories,
- acquired an ability to instruct patients and their relatives and to supervise nursing staff.

The objectives set by the institution of higher education concerned shall in addition apply.

34. Bachelor of Science in Marine Engineering and Diploma in Marine Engineering (Sjöingenjör- och maskinteknikerexamen)

Scope

A Bachelor of Science in Marine Engineering shall be obtained after completion of course requirements of at least 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Marine Engineering, the student shall have

- the technical knowledge required in order to be able, after a few years' professional experience in the field, to be responsible for the operation and maintenance of a ship's machinery and electrical equipment and for fire safety,

- insight and awareness of marine safety and the ability, in all operative work, to observe and execute appropriate marine safety measures, and have good self-knowledge and insight into the professional role as a basis of teamwork on board,

- knowledge of and skills in handling products, processes and work environment taking into account people's abilities and needs and society's objectives for social conditions, economy of resources, environment and the economy,

- knowledge of mathematics and natural science subjects to the extent required in order to understand and be able to apply the fundamental aspects of mathematics and natural sciences in the technology field.

The programme shall fulfil the requirements made in the 1995 addendum to the international convention on standards for the training, certification and watchkeeping of seamen (The STCW Convention). These requirements shall in this context be regarded as minimum requirements.

The programme shall be structured so that a Diploma in Marine Engineering may be obtained after 70 credit points.

The objectives set by the institution of higher education concerned shall in addition apply.

35. Bachelor of Science in Nautical Science and Diploma in Nautical Science (Sjökaptensexamen och styrmansexamen)

Scope

A Bachelor of Science in Nautical Science shall be obtained after completion of course requirements of at least 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Nautical Science, the student shall have

- the technical and nautical knowledge required in order, after a few years' work experience in the field, to be able operationally to handle ships and cargo in the position of master,

- awareness of issues concerning marine safety and ability in all operations to observe and implement appropriate measures for marine safety and have good self-knowledge and insight into the professional role that provides the basis for teamwork on board,

- knowledge of and skills in handling products, processes and work environment taking into account people's abilities and needs and society's objectives for social conditions, economy of resources, environment and the economy,

- knowledge of mathematics and natural science subjects to the extent required in order to understand and be able to apply the fundamental aspects of mathematics and natural sciences in the technology field.

The programme shall fulfil the requirements made in the 1995 addendum to the international convention on standards for the training, certification and watchkeeping of seamen (The STCW Convention). These requirements shall in this context be regarded as minimum requirements.

The programme shall be structured so that a Diploma in Nautical Science may be obtained after 70 credit points.

The objectives set by the institution of higher education concerned shall in addition apply.

36. University Diploma in Social Care/Bachelor of Science in Social Care/Master of Science in Social Care (Social omsorgsexamen)

Degrees in Social Care may be issued with orientation towards the elderly, the disabled and the intellectually disabled, or in social educational treatment.

Scope

Degrees in Social Care shall be obtained after completed course requirements of at least 100 credit points.

The diploma shall state to which specialisation the education relates.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a degree in Social Care, the student shall have

- acquired the knowledge and skills, the personal development and the ability to empathise and the critical thinking that is required for social care,
- acquired knowledge and skills in order to be able to operate, lead and develop social care activities, on the basis of an understanding of the interrelation between the social situation, physical and mental health of individuals and groups in relation to society and other background factors,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men.

The objectives set by the institution of higher education concerned shall in addition apply.

37. Bachelor of Science in Social Work (Socionomexamen)

Scope

A Bachelor of Science in Social Work shall be obtained after completion of course requirements of 140 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Science in Social Work, the student shall have

- acquired the knowledge and practical ability required for social work at individual, group and society level,
- acquired the competence to participate in preventive social work and social improvement activities at various levels,
- developed the ability to analyse and understand social processes and problems and to identify and structure requirements for action and solutions at various levels,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men,
- acquired an ability to relate various types of measures in the activities to legal rules and the overall principles that govern legislation, in the social field, etc.

The objectives set by the institution of higher education concerned shall in addition apply.

38. Graduate Diploma in Specialist Nursing (Specialistsjuksköterskeexamen)

Graduate Diplomas in specialist nursing may be issued in the fields of emergency care, general health care, pediatric care, psychiatric care, elderly care and to qualify as a primary health care nurse.

Scope

A Graduate Diploma in specialist nursing is obtained after completion of course requirements totalling 40 credit points. To obtain a Graduate Diploma in Primary Health Care Specialist Nursing, 50 credit points in total are required. Training shall include clinical education and its scope shall be adapted to the needs of the individual specialist field and emphasis. Registration as a nurse by the National Board of Health and Welfare is also a requirement.

The diploma shall state the specialist field and, where relevant, the emphasis of the education.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Graduate Diploma in Specialist Nursing, the nurse shall have

- the ability in the specialist field to be responsible, in consultation with the patient/patient's relatives, for identifying nursing needs, drawing up a nursing plan, managing and evaluating nursing measures and taking initiatives for and leading nursing quality development,
- the knowledge and skills required in the specialist field to be responsible for handling medico-technical equipment,
- the ability to assist in planning, follow-up and development of activities and to contribute to an efficient use of resources.

A graduate in emergency care specialist nursing may be issued with the emphasis on anesthetic nursing, intensive care nursing, operating room nursing or pre-hospital nursing.

To obtain a graduate diploma in emergency care specialist nursing with the emphasis on anesthetic nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in anaesthesia nursing,
- the ability to be responsible for supervising and administering local and general anesthetics, analgesia, and sedation in connection with operations, examinations and treatment of patients of all ages,
- the ability to apply his/her specialist knowledge in connection with major accidents and disasters in peace and war.

In order to obtain a Graduate Diploma in Emergency Care Specialist Nursing with the emphasis on intensive care nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a specialist nurse in intensive care,
- the ability to observe and evaluate the function of all organ systems in patients of all ages, and the patient's mental state, as well as where necessary initiate and independently carry out medical measures,

- the ability to apply his/her specialist knowledge in connection with major accidents and disasters in peace and war.

In order to obtain a Graduate Diploma in Emergency Care Specialist Nursing with the emphasis on operating room nursing, in addition the student shall have

- acquired the knowledge and skills required to work as a specialist nurse in the operating room,
- the ability to be responsible for asepsis, instrumentation, assistance and measures to prevent infection in connection with operations, treatment and examinations of patients of all ages as well as the ability to handle biological preparations,
- the ability to use his/her specialist knowledge in connection with major accidents and disasters in peace and war.

In order to obtain a Graduate Diploma in Emergency Care Specialist Nursing with the emphasis on pre-hospital nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a specialist paramedic nurse,
- the ability to independently assess the somatic and mental state and immediate needs of the sick/injured person as well as carry out the measures required for patients of all ages and under greatly varying circumstances,
- the ability to apply his/her specialist knowledge in connection with major accidents and disasters in peace and war.

A Graduate Diploma in General Health Care Specialist Nursing may be issued with the emphasis on surgical nursing, medical nursing or oncological nursing.

In order to obtain a Graduate Diploma in General Health Care Specialist Nursing with the emphasis on surgical nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a specialist nurse in surgical nursing,
- the ability to observe and assess the complex nursing needs of patients in surgical care,
- acquired the knowledge and skills required to be able in his/her specialist field to assist in and in some cases independently carry out examinations and treatment, including end-of-life care.

In order to obtain a Graduate Diploma in General Health Care Specialist Nursing with the emphasis on medical nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in internal medicine,
- the ability to observe and assess the complex nursing needs of patients in internal medical care,
- acquired the knowledge and skills required in his/her specialist field to assist in and in certain cases independently carry out examinations and treatment, including end-of-life care.

In order to obtain a Graduate Diploma in General Health Care Specialist Nursing with the emphasis on oncological nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in oncological care,
- the ability to observe and assess the complex nursing needs of patients in oncological care,
- acquired the knowledge and skills required to work with, inter alia, cytostatic therapy and radiation treatment,
- acquired the knowledge and skills required in his/her specialist field to assist in and in certain cases independently carry out examinations and treatment, including end-of-life care.

Graduate Diploma in Pediatric Care Specialist Nursing.

In order to obtain a Graduate Diploma in Pediatric Care Specialist Nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in health and medical care for children and young people,
- the ability in his/her specialist field to independently assess, plan and carry out the measures required to support physical, mental and social health and prevent the emergence of diseases and disease complications,
- the ability to observe and assess the complex nursing needs of children and young people at different stages of development,
- acquired the knowledge and skills required to be able to be responsible for some health screening and vaccination activities,
- acquired the knowledge and skills required in his/her specialist field to assist in and in certain cases independently carry out examinations and treatment, including end-of-life care.

Graduate Diploma in Psychiatric Care Specialist Nursing.

In order to obtain a Graduate Diploma in Psychiatric Care Specialist Nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in psychiatric care,
- the ability in his/her own field to observe and assess the complex nursing needs of patients of all ages,
- the ability to meet people in a crisis situation,
- acquired the knowledge and skills required in his/her specialist field to assist in treatment and rehabilitation/habilitation in psychiatric care.

Graduate Diploma in Elderly Care Specialist Nursing.

In order to obtain a Graduate Diploma in Elderly Care Specialist Nursing, the nurse shall also have

- acquired the knowledge and skills required to work as a nurse specialising in care of the elderly,
- the ability to observe and assess the need for care and rehabilitation of elderly patients,

- acquired the knowledge and skills required in his/her specialist field to assist in and in certain cases independently carry out examinations and treatment, including end-of-life care.

Graduate Diploma in Primary Health Care Specialist Nursing.

In order to qualify as a primary health care nurse, the nurse shall also have

- acquired the knowledge and skills required to work as a primary health care nurse,
- the ability in his/her specialist field to independently assess, plan and carry out the measures required to sustain the physical, mental and social health of people of all ages and prevent the emergence of disease and disease complications,
- the ability to observe and assess patients' complex nursing and rehabilitation needs in his/her specialist field,
- acquired the knowledge required to be able to take responsibility for some health screening and vaccination activities,
- acquired the knowledge required to obtain the right to issue prescriptions in his/her ambit,
- acquired the knowledge and skills required to assist in and in certain cases independently carry out examinations and treatment, including end-of-life care.

The objectives set by the institution of higher education concerned shall in addition apply.

39. Graduate Diploma in Special Education (Specialpedagogexamen)

Scope

A Graduate Diploma in Special Education shall be obtained after completion of course requirements of 60 credit points. A previous teaching qualification is also a requirement.

The diploma shall state the specialisation of the education.

In order to obtain a Graduate Diploma in Special Education the student shall have completed a special project worth 10 credit points.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Graduate Diploma in Special Education, the student shall have

- the knowledge and skills required to be able actively to work with children, young people and adults who need support, in pre-school, school, adult education or habilitation/rehabilitation,

In addition the student shall be capable of

- identifying, analysing and participating in the work of removing obstacles to and causes of difficulties in teaching and learning environments,
- carrying out educational reports and analysing individuals' difficulties at organisation, group and individual levels,
- formulating and participating in efforts to implement programmes of measures in cooperation between the school and the individual's home in order to support pupils and develop the teaching and learning environments of these activities,

- developing principles and forms for educational diversity within the framework of these activities,
- acting as a qualified partner and counsellor in educational matters in discussions with parents and colleagues and other professionals concerned,
- carrying out follow-up and evaluation and participating in management of the development of the local school in order to be able to meet the needs of all pupils.

The objectives set by the institution of higher education concerned shall in addition apply.

40. Bachelor of Education in Career Counselling (Studie- och yrkesvägledarexamen)

Scope

A Bachelor of Education in Career Counselling shall be obtained after completion of course requirements of 120 credit points in total.

For a Bachelor of Education in Careers Counselling to be awarded, the student shall have completed supervised practical work.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Bachelor of Education in Career Counselling, the student shall have

- acquired the knowledge and skills required in order to counsel and inform young persons and adults in their choice of future education or work in Sweden and abroad,
- acquired the knowledge and skills required in order as career counsellor to realise the objectives and participate in the development of compulsory school, upper secondary school and adult education,
- acquired good knowledge of the development and learning of children, young person and adults, and of the task of school in society,
- developed an ability to analyse and understand the process of selection of education and career and also, on the basis of that knowledge, to identify the need for support in the choice of education and careers of different individuals and groups,
- achieved the competence to support other staff in their education and career guidance efforts,
- developed the ability together with others to plan and develop rehabilitation programmes for people with special difficulties in working life,
- acquired insight into the importance of the use of computers and information technology in working life and experience of information technology for information and guidance,
- submitted a degree project that includes relating the scientific theories the student has become conversant with to the future working tasks.

The objectives set by the institution of higher education concerned shall in addition apply.

41. University Diploma in Dental Hygiene (Tandhygienistexamen)

Scope

University Diplomas in Dental Hygiene shall be obtained after completion of course requirements of in total 80 credit points.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Dental Hygiene, the student shall have

- acquired the knowledge and skills required in order to be able to work independently as a dental hygienist,
- acquired knowledge of the importance of the oral cavity for general well-being and the effects of general health on oral health,
- acquired the ability to be responsible for regular examinations of oral status and to analyse, investigate, and document the need of oral health care measures and evaluate measures taken.
- developed his/her self-knowledge and ability to empathise and thus, while observing an ethical attitude and a holistic view of the human being, developed his/her ability to establish good relations with patients and their relatives.

The objectives set by the institution of higher education concerned shall in addition apply.

42. University Degree in Dental Surgery (Tandläkarexamen)

Scope

University Degrees in Dental Surgery shall be obtained after completion of course requirements of 200 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Degree in Dental Surgery, the student shall have

- acquired the knowledge and skills that constitute the basis for the dentistry profession and a requirement for unconditional qualification as a dentist,
- gained a holistic medical and social view of women and men and their situation,
- a preparedness for work within the entire dental services system and therein knowledge of preventive measures for both individual patients and groups of patients, as well as of the diagnosis and treatment of illness and anomalies in teeth, the oral cavity, jaws and surrounding tissues in patients of different ages and with different needs.
- understanding of the connection between on the one hand the patient's oral state of health and on the other hand his general state of health and other underlying factors and in that context, respect for the patient's integrity and an ability to empathise,
- the ability to cooperate with other staff within dental care and practice in the dentist's leading role in the dental care group,
- acquired a health economics and care economics thinking and ability to participate in evaluation of clinical activities, according special weight to quality assurance.

The objectives set by the institution of higher education concerned shall in addition apply.

43. Bachelor in Dental Technology (Tandteknikerexamen)

Scope

A Bachelor in Dental Technology shall be obtained after completion of course requirements of 120 credit points in total.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a degree in Dental Technology, a student must have

- the knowledge and skills required in order to be able to work as a dental technician,
- the knowledge and skills required to produce various types of dental technical work used within the dental services, as well as the ability to assess and evaluate the quality of dental technical work,
- knowledge of dental materials and their effects in both the oral cavity and the environment, general odontological treatment principles, bite physiology and hygiene.
- insight into the professional role in preparation for cooperation with other professional categories,
- ability to care for and respect the patient's needs within the framework of professional activities.

The objectives set by the institution of higher education concerned shall in addition apply.

44. Bachelor of Theology/Master of Theology (Teologie Kandidat-/Magisterexamen)

Scope

Degrees in Theology shall be obtained after completion of course requirements of in total 140 or 160 credit points. The latter alternative is intended for future clergy.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a Degree in Theology, the student shall have

- acquired a basis of knowledge within the field of divinity as a preparation for professional activity in religious groups or in society otherwise,
- acquired knowledge to the extent required in order to be able to understand and analyse the content, community-forming function, importance to individuals and role in society of religions and creeds,
- acquired knowledge of circumstances in society and in families that affect the conditions governing the lives of women and men.
- acquired knowledge of how physical and mental violence affect women and men.

The objectives set by the institution of higher education concerned shall in addition apply.

45. University Diploma in Applied Technology (Yrkesteknisk examen)

Scope

University Diplomas in Applied Technology shall be obtained after completion of course requirements of 60 credit points in total. Relevant prior work experience is also a requirement.

Objectives (in addition to the general objectives set out in chapter 1, section 9 of the Higher Education Act)

In order to obtain a University Diploma in Applied Technology, the student shall have

- acquired relevant subject knowledge to the extent required in order to understand and be able to apply the theoretical basis of the chosen field,
- acquired a knowledge base enabling him or her to use known methods in the chosen field,
- acquired knowledge and skills in handling products, processes and work environment taking into account people's abilities and needs and society's objectives relating to social conditions, economy of resources, environment and the economy.

The objectives set by the institution of higher education concerned shall in addition apply. Ordinance 2001:23.

Appendix 3

Ranking of Grades

This Appendix contains, in accordance with the provisions of chapter 7, section 13, paragraph one, certain provisions relating to evaluation of grades.

Applicants with school leaving certificates from programmes in upper secondary school who only have letter grades.

1. Grades in the courses and the project work forming part of the school leaving certificate shall be accorded the following numerical values

Fail (IG)	0
Pass (G)	10
Pass with distinction (VG)	15
Pass with special distinction (MVG)	20

2. The numerical value of each grade shall be multiplied by the number of upper secondary school credits awarded for the course or project to yield a grade value for the course or the special project.

3. The total grade value for all courses and special projects included in the school leaving certificate shall be divided by the number of upper secondary school credits for courses and special projects included in the school leaving certificate, whereby a so-called comparative figure is obtained.

The grade value and upper secondary school credits for physical education and health shall, however, only be included if this increases the comparative figure or the course constitutes a specific qualification for the higher education programme applied for.

The comparative figure shall be stated to two decimals.

4. What is said in 3 about physical education and health shall also apply to courses, though not local courses, that are not included in the school leaving certificate.

5. A grade in a course included in the school leaving certificate shall be replaced by a grade held by the applicant from the same or an equivalent course, if the latter grade is higher.

Applicants with school leaving certificates or transcripts of final grades from adult upper secondary education who only have letter grades.

6. What is said in 1-5, with the exception of what is said about special projects and physical education and health, shall also apply to applicants with school leaving certificates or transcripts of final grades from adult upper secondary school education who only have letter grades.

Certain other Applicants

7. What is stated in this item shall apply to applicants with

- a) school leaving certificates or transcripts of final grades from adult upper secondary education not referred to in 6 above,
- b) school leaving certificates under section 2 of the transitional provisions of the Ordinance (1994:35) relating to Amendments to the Upper Secondary School Ordinance (1992:394),
- c) equivalents of school leaving certificates from older upper secondary school education and state or municipal adult education.

What are known as "grade credits" are used. They consist of the mean value of the following grades:

- a) grades in compulsory subjects/courses except physical education/physical education and health,
- b) grades in physical education/physical education and health, if this increases the grade credit or the subject/course constitutes a specific qualification for the education applied for,
- c) grades in optional subjects/courses, if they increase the grade credit or the subjects/course are special required for the education applied for, and
- d) grades not included in the school leaving certificate or equivalent, if the subject/course constitutes a specific qualification for the education applied for, or, with the exception of grades in local courses, if this increases the grade credit.

The following numerical values shall be used for letter grades:

Fail	0
Pass	3
Pass with Distinction	4
Pass with Special Distinction	5

A grade in a subject included in the final school report or equivalent shall be replaced by a grade that the applicant holds in the subject at least at the same level, if the latter grade is higher. In case of courses, point 5 (above) is used.

The grade credit is stated to two decimals.
Ordinance (1998:1003).