



**LUNDS**  
UNIVERSITET

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Education Board

## **Regulations for the establishment, discontinuation and quality assurance of open web-based learning (Massive Open Online Courses, MOOCs) at Lund University**

Open web-based learning (MOOCs) is regulated in the Higher Education Ordinance (Chapter 11 SFS 1993:100). Open web-based learning refers to education which is offered via the internet and is open to everyone, with no entry requirements. Open web-based learning may be provided if it links to and promotes higher education in the first, second or third cycle for which the higher education institution has degree-awarding powers, or if it links to and promotes research conducted at the higher education institution.

In addition to the Higher Education Ordinance, each higher education institution has the right to issue additional regulations on MOOCs. The university-wide Education Board at Lund University stipulates the following for the establishment, discontinuation and implementation of MOOCs:

### **Establishment and discontinuation**

The establishment and discontinuation of MOOCs at Lund University takes place at the faculty level. Prior to the development and launch of a MOOC, the department (or equivalent) makes a request to the faculty which is to take a decision on its establishment. The establishment and the phasing out of MOOCs should follow the same procedures as for other courses, for which attention is to be given to staff resources and funding as well as to quality assurance.

The faculty is also to decide on how the MOOC is linked to and promotes the first, second or third cycle study programme for which the higher education institution has degree-awarding powers or the research that is conducted at the higher education institution. In connection with the establishment of a MOOC, the faculty is to take a decision on whether a course certificate is to be issued for the MOOC and if so, its format.

When a MOOC is established or phased out, the university-wide Education Board is to be informed, and where applicable, the Research Programmes Board.

**Implementation**

For each MOOC there is to be an approved course syllabus, a course director (or equivalent), and, if exams and grades are to be awarded, an examiner. The course syllabus is to follow the attached template.

**Follow-up**

According to the *Regulations for quality assurance and quality enhancement of education at Lund University* (vice-chancellor's decision on 15 March 2018, Reg. no V 2016/179), there is to be quality assurance of all education at Lund University and resources are to be allocated efficiently. It is the faculties' responsibility that there be regular and sustainable quality assurance and securing of resources for each MOOC. In addition to the consideration of feedback from course participants, the faculty is to take responsibility for ensuring the course content is of high quality.

## **Appendix A: Higher Education Ordinance**

[http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/hogskoleforordning-1993100\\_sfs-1993-100](http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/hogskoleforordning-1993100_sfs-1993-100)

### **Chapter 11 Open web-based learning**

Section 1 Open web-based learning refers to education which is offered via the internet and is open to everyone, with no entry requirements.

Open web-based learning may be provided if it links to and promotes higher education at first cycle, second cycle or third cycle for which the higher education institution has degree-awarding powers, or if it links to and promotes research conducted at the higher education institution. Ordinance (2018:1329).

Section 2 Other provisions on education, students and doctoral students in this ordinance do not apply to open web-based learning.

References to the Higher Education Ordinance in other ordinances only include the provisions in this chapter if it is specifically stated. Ordinance (2018:1329).

Section 3 The higher education institution may arrange tests for participants and grade completed courses in open web-based learning or parts of such courses.

The higher education institution may issue regulations on tests and grades. Ordinance (2018:1329).

Section 4 The higher education institution may issue course certificates to participants who complete courses.

The higher education institution may issue regulations about course certificates. Ordinance (2018:1329).

Section 5 The higher education institution may issue additional regulations about open web-based learning. Ordinance (2018:1329).

## Appendix B: Template for course syllabi for open web-based learning (MOOCs)

The information below comprises the minimum requirements for content in course syllabi that describe open web-based learning (MOOCs) at Lund University. The content is based on the Higher Education Ordinance (Chapter 11, SFS 1993:100), the implementation regulations for Lund University (SU2012/244, in Swedish), and the Regulations for the establishment, discontinuation and quality assurance of open web-based learning (MOOCs) at Lund University (STYR 2019/1).

Course syllabi contain regulations and are binding documents. According to the implementation regulations for course and programme syllabi at Lund University, course syllabi are to be approved in Swedish. If a course is to be given in English, a translation to English is to be carried out.

### Course syllabus

#### Identification and basic information

1. Course code (Ladok)
2. Course name in Swedish and English
4. Course length and hours to complete for the participant
5. Decision details (Decision-maker, decision date and date for entry into force)
6. Amendment details (Decision-maker, decision date and date for entry into force)

### General information

#### Main field and depth of study relative to the degree requirements

State the main field of study and depth of study relative to the degree requirements. It is possible to state several main fields of study or that the course is not part of a main field of study. For example, there are courses that are interdisciplinary and which may have several main fields of study.

#### Course type and location in the education system

State the type of course and its location in the education system. If the course is not part of a main field of study, state this here.

#### Example:

*The course is offered as open web-based learning (MOOC), does not have admission requirements and no credits are awarded.*

#### Language of instruction

State the language of instruction. Comments can be added, e.g. “components in other Scandinavian languages and English may occur”.

### Learning outcomes

Learning outcomes describe what the participant is expected to know, understand, take a position on and/or be able to carry out upon completion of the course. It

should be possible for lecturers to actively use the course syllabus as support during teaching and by the participants to support their learning.

For each course syllabus, the learning outcomes are to be formulated in such a way that they express how the participants' knowledge and skills are to be gradually developed and/or specialised. Learning outcomes for a course are to be in line with the stated depth of study relative to the degree requirements. The outcomes are to be active, observable and assessable.

The following is to be included in the introductory text:

*In order to pass the course, the participant must*

Examples of learning outcomes under the headings:

Knowledge and understanding

*For example "describe", "identify", "with scholarly precision be able to define", "based on current affairs, be able to account for", "explain", "use appropriate terms and concepts to, be able to render", "account for and discuss", etc.*

*or*

*demonstrate knowledge of...*

*demonstrate an understanding of...*

Competence and skills

*For example "illustrate", "demonstrate" "classify", "in both Swedish and English be able to present", "specifically and precisely communicate", "apply", "use", "based on complex documentation, be able to calculate", "adapt", "organise", "analyse", "discuss", etc.*

*or*

*demonstrate the ability to...*

Judgment and approach

*For example "using a scientific approach, be able to criticise", "evaluate", "assess", "justify", "form an opinion on", "review", "propose measures and provide arguments for constructive solutions to problems", "be able to provide arguments in a debate", "judge", "relate", "interpret", etc.*

*or*

*demonstrate insight into*

*demonstrate an ability to reflect*

If there are several open web-based courses in the same field, there should be clear progression in relation to the previous courses.

**Course content**

Provide a description of the course content as well as information on whether or not the course is divided into different parts or components. Components and modules should also have a brief description.

**Course design**

State the forms of teaching, including information on compulsory components if certificates are to be issued for the course.

**Example:**

The teaching consists of video lectures, active participation in a discussion forum, group exercises, peer reviews, quizzes and exams for each module/component.

**Assessment**

*Clearly* state how the course and its different parts are to be assessed. Use the wording “written exam/assignment”.

**Example:**

Module 1 is assessed through an individual written exam. Module 2 is assessed through an individual written assignment.

State whether it is possible to reset deadlines for exams in order to take a break and recommence the course at different points in time.

State if the number of exam opportunities for passing the course is limited (usually a maximum number of attempts per day).

**Grades**Scale of grades

State the scale of grades applied, select from the drop-down menu. An introductory text on which scale of grades is used will then appear.

Description of the scale of grades**Pass-Fail**

*For the grade of Pass, the participant must fulfil the learning outcomes stated for the course. At the beginning of the course, the participant is informed about the learning outcomes in the course syllabus and about the scale of grades and its application to the course.*

**Pass with Distinction-Pass-Fail**

*For the grade of Pass, the participant must fulfil the learning outcomes stated for the course. For the grade of Pass with Distinction, the participant must exceedingly fulfil the learning outcomes/the participant demonstrates particular theoretical awareness and particular analytical skills. (or alternative wording) At the beginning of the course, the participant is informed about the learning*

*At the beginning of the course, the participant is informed about the learning outcomes in the course syllabus and about the scale of grades and its application to the course.*

#### Weighted assessment

State the grading process for the final grade for the course, e.g. if weighting takes place for different modules or if weighting takes place for a particular part of the course. For courses with more than one exam, clearly state how the participant's results in the different exams are weighted in the final grade for the course.

#### Certificate

Upon completion of the course, the participant can pay for an automatic certificate that is issued with the lecturer's name and higher education institution.

#### **Entry requirements**

State the recommended prior knowledge.

#### **Other**

Other important information relating to the assessment of the course content, design and status is to be included here.

Examples:

1. Target groups
2. If the course has limitations compared to another course in relation to a certain qualification, and can therefore not be included in the same qualification.

*The course cannot be included in a degree together with xx (include the full course name and number of credits)*

3. Any limitation on the availability of the course.

*The course is only offered during the autumn semester 2019.*

4. Whether the course has entirely or partially the same content as another course (if the open web-based course is equivalent to a course in the regular credit-providing programme, include the full course name and number of credits).

*The course is identical in scope and content to the course X (XX credits) that is offered at the Department of X at Lund University. .*

5. Whether credits can be obtained due to overlapping content as described in point 4.
6. Information on any collaboration partners.