Regulatory and quality management system for first- and second-cycle education at Umeå University

Adopted by the Vice-Chancellor on 2017-02-21

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Summary

Umeå University pursues a systematic approach for developing and ensuring high-quality education. The aim of the quality management system is to create conditions for a goal-oriented, systematic and continuous approach to quality assurance and quality development of courses and study programmes at Umeå University. The quality management system is to contribute to the students' learning and support the entire education process by identifying responsibility and revealing regulations and expected activities of the actors concerned at various levels within the university. The quality management system is based on three different quality cycles (1-year, 3-year and 6-year cycles) and eleven activities.

Introduction

The aim of Umeå University's quality management system for first- and second-cycle education is to create the prerequisites for goal-oriented, systematic and continuous quality assurance and quality development of education at Umeå University. The quality management system is to create prerequisites for activities that promote student learning and support the entire education process by clarifying responsibilities, authority and expected activities of actors at various levels within the university. This regulation replaces the previously established decision of the Vice-Chancellor on 24 November 2015 Ref. No.: FS 2015/1433 FS 2015/1433.

Quality management system for first- and second-cycle education at Umeå University

Aim

The aim of Umeå University's quality management system for education is to create conditions for a goal-oriented, systematic and continuous approach to quality assurance and quality development of courses and study programmes at Umeå University. The quality management system is to create prerequisites for activities that promote student learning and support the entire education process by clarifying responsibilities, authority and expected activities of actors concerned at various levels within the university.

Knowledge development and such aspects as internationalisation, collaboration with the surrounding community and equal access are reviewed and evaluated in this system. This is carried out within the scope of various phases of the education process, even if there are no specific activities for all the aspects.

A quality management system that supports the education process

The quality management system emphasises professional education responsibility through four core principles: 1) ownership and accountability among those responsible for courses and study programmes; 2) a focus on monitoring and development; 3) diversification in the range of courses and study programmes offered; and 4) international legitimacy. These principles are an integral part of the Association of Swedish Higher Education (SUHF).

The quality management system allows a description of the current conditions and the creation of necessary conditions for the long-term development of educational activities. Subject-specific prerequisites and the requirements and expectations of different actors are considered.

Umeå University's quality management system complies with the guidelines recommended by the European Association for Quality Assurance in Higher Education (ENQA). The quality management
system incorporates the three phases of the education process – prerequisites, implementation and results – and is based on the general guidelines for all higher education in Europe, the European Standards and Guidelines (ESG) (http://www.enqa.eu/wp-content/uploads/2015/11/URESG_endorsed-with-changed-foreword.pdf). Figure 1 illustrates these quality aspects and their relationship to the education process. The ten aspects have been formulated in a way that ties them to Umeå University’s visions and strategies for educational quality.

The education process’ phases and quality aspects

- Regular external evaluations of courses and study programmes (1.10)
- Continuous evaluation/revision of courses and study programmes (1.9)
- Public information (1.8)
- Collection and use of key performance indicators (1.7)
- Systematic quality management (1.1)
- Design & approval of courses and study programmes (1.2)
- Staff expertise/ professional development (1.5)
- Learning environment, resources & student support (1.6)
- Research-based learning for personal development and usability in society (1.3)
- Admission, progression and completion (1.4)
Figure 1: ESG’s ten standards for internal quality assurance in relation to the three phases of the education process: prerequisites, implementation and results

Prerequisites for high quality education:

Systematic quality management (ESG 1.1)

Umeå University is engaged in a continuous effort to assure and develop the quality of its educational activities. Quality management is conducted at various levels. Aside from overarching governance documents, there are documents at every level that describe quality assurance objectives, organisation and responsibilities of quality management as well as strategies for implementation, follow-up and development of courses and study programmes. Quality management is implemented in collaboration between the university’s staff and students.

Establishment, revision or discontinuation of courses and study programmes (ESG 1.2)

At Umeå University there are regulations for establishing, revising, suspending or discontinuing courses and study programmes, as well as for establishing and discontinuing main fields of study. In accordance with the respective faculty’s delegation of authority, faculties and programme councils or the equivalent are responsible for planning and implementing the follow-up of each course and study programme in line with the set criteria. The results of follow-ups and evaluations and their consequences are to be reported to the course and study programme’s host faculty.

Staff expertise and opportunities for professional development (ESG 1.5)

Employment procedures at Umeå University ensure that the affected staff have the qualifications and expertise required for the educational activities in question. There are strategic plans for teachers’ educational and subject-specific professional development. For vocational programmes, it is important that instruction also is conducted by teachers with professional experience where warranted. Pedagogical qualifications for teachers are promoted through Umeå University’s model for pedagogical qualifications. Information about the time allotted to teachers for research within the scope of their position and about their higher education teacher training is available. Teaching capacity and teaching expertise are reviewed regularly, and there are resource management and staff development strategies that create opportunities for long-term and strategic support with providing access to qualified teachers. The Centre for Educational Development supports teachers in their professional development within university-level instruction.

Learning environment, resources and support for students (ESG 1.6)

All teaching is conducted in functional learning environments where students have access to suitable premises, adequate technical infrastructure and libraries with current and international literature. Students have access to various forms of support, such as study guidance, learning support, counsellors and other advisory or support staff. Both learning environments and teaching are designed based on equal access and equal conditions. The learning environment and support for campus-based students, distance-learning students and students on internships/placements and support for various student categories are evaluated and developed on a continuous basis. Data for this is collected through evaluations, student surveys and dialogue with the student unions.

1 Use of the term faculties also includes the Umeå School of Education (USE) at Umeå University.
**Implementation** of high-quality courses and study programmes:

Research-related learning for personal development and usability in society (ESG 1.3)

Umeå University’s education stimulates student curiosity, reflection, critical approach and independence. The courses and study programmes are implemented in interdisciplinary collaborations, closely linked to research and in cooperation with various societal actors. The courses and study programmes meet the needs of both the individual and society for knowledge, skills, education and broader perspectives and contribute to personal development and life-long learning.

**Admission, progression and completion (ESG 1.4)**

Umeå University has regulations for admission, assessment and examination. Assessment of student progression takes place based on the goals in the system of qualifications, locally formulated objectives and set course learning outcomes. The examination is designed so that it serves to both monitor knowledge and becomes an opportunity for learning and development.

**Ensuring good results, transparency and foundation for development:**

Collection and use of key performance indicators and other information (ESG 1.7)

Those responsible at the central level systematically collect key performance indicators and other relevant information about operations so that this can be used for the analysis of requirements at the university’s various levels. Key performance indicators based on formulated visions and prioritised quality indicators can form the basis for reallocation of resources for first-cycle education. This information is to form the basis for planning of educational activities. The list of key performance indicators is updated regularly by the Vice-Chancellor.²

**Public information (ESG 1.8)**

Umeå University compiles and regularly publishes information about the courses and study programmes it offers. The information contains up-to-date data on the content of courses and study programmes and other information (for example, the results of evaluations and reviews) of significance to the students’ choice of courses or study programmes.

**Continuous follow-up and regular review of courses and study programmes (ESG 1.9)**

Information about the educational experiences of students and teachers is continuously collected. All courses and study programmes at Umeå University are evaluated. Course and programme evaluations provide basic data for the programme boards’ or equivalent (in keeping with each faculty’s delegation of authority), the departments’ and the faculties’ operational planning. Departments and study programmes describe the quality management they have implemented in the annual report each year and establish a development plan for the coming year. All study programmes undergo regular evaluation through peer review. The aim of these reviews is to continuously develop the programmes’ quality in relation to the surrounding world and to current research within both subjects and teaching and learning in higher education. Courses and study programmes at Umeå University are regularly evaluated by internal and/or external assessors. The results of the evaluations form the basis for dialogues at all levels and potential action plans.

**Regular external quality assurance (ESG 1.10)**

² The key indicators currently in use are the proportion of PhDs in teaching, proportion of second-cycle education, proportion of incoming international students and proportion of degree projects in collaboration with the surrounding community. These can be revised or replaced by others at the discretion of the Vice-Chancellor.
Umeå University’s quality management system is evaluated on a regular basis by the Swedish Higher Education Authority (UKÄ). The aim of these evaluations is to ensure the quality of the courses and study programmes in relation to statutory requirements and national quality criteria.

**Organisation, responsibilities and processes for quality in education**

*Rules of procedure with respect to the organisation of Umeå University*, Ref. No. 100-912-11, describes the roles and responsibilities at different levels. The bulk of the work to assure quality and develop the quality of Umeå University’s courses and study programmes is to be done close to the educational level.

The Vice-Chancellor has overall responsibility for Umeå University’s courses and study programmes and for developing their quality. The Vice-Chancellor is responsible for appointing the chair of the Educational Strategy Council, for ensuring that the quality management system is followed up and updated and for seeing that necessary university-wide decisions are made to ensure high educational quality. The Educational Strategy Council (Utbildningsstrategiska rådet, USSR) is the Vice-Chancellor’s forum for strategic discussions and the processing of decisions concerning educational matters. The Pedagogical Qualification Board is responsible for Umeå University’s model for acquisition of pedagogical qualifications³.

The deans and faculty boards are responsible for each faculty’s educational quality development. The division of responsibilities among the dean, faculty board and head of the department is governed by each faculty’s delegation of authority and the appropriate administrative regulations.

To support quality management, there are university-wide support operations, such as the University Library, including the Study Workshop and the Centre for Educational Development; the External Relations Office; and Student Services, the Student Health Service and the International Office. These support operations initiate, support and implement activities that contribute to developing the quality of education at Umeå University.

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³ [https://www.aurora.umu.se/Anstallning/kompetensutveckling/Pedagogisk-meritering/](https://www.aurora.umu.se/Anstallning/kompetensutveckling/Pedagogisk-meritering/)
Systematic quality management organised by activity

The quality management system encompasses three different quality cycles (1-year, 3-year and 6-year cycles) and eleven activities. Time management of the quality management system is performed at the detailed level by the faculties/Umeå School of Education.

1-year cycle

At the overall university level

Activity 1: New Student Survey and Student Barometer at first-cycle level (alternating years)

Coordinator  The Educational Strategic Council in conjunction with the faculties/Umeå School of Education

Aim  To gather information about educational experiences from new students and students who are about half way through their study programme. This information serves as the basis for development efforts.

Read more  See Annex 1

At the overall university level

Activity 2: Thematic seminars for quality development

Coordinator  Vice-Chancellor, the Educational Strategy Council, the Planning Office

Aim  Thematic seminars are a way of sharing good internal and external examples, learning from each other and together developing the quality of education at first- and second-cycle levels.

Read more  See Annex 2

At the overall university level and faculty level

Activity 3: Pedagogical qualification

Coordinator  Vice-Chancellor, Deans, the Pedagogical Qualification Board

Aim  To contribute to the continuous enhancement of educational quality by recognising and rewarding high levels of educational expertise among Umeå University teachers.

Read more  See Annex 3
At the faculty, programme and department levels

Activity 4: Ensuring qualitative targets

Coordinator  
Programme coordinator or equivalent (for vocational programmes) and head of department (general degrees); for additional information, see the administrative regulations for each faculty/Umeå School of Education

Aim  
To ensure that the national qualitative targets are achieved in our study programmes.

Read more  
See Annex 4

At the study programme level

Activity 5: Evaluation of study programmes

Coordinator  
Programme coordinator or equivalent, in accordance with the respective faculty’s/Umeå School of Education’s administrative regulations

Aim  
To utilise the experience of students and teachers to develop the study programme, achieve educational targets and ensure progression and usability of study programmes. Ensure that equal access, broadened recruiting, greater participation, internationalisation and collaboration are taken into account. The report serves as the basis for the annual report and operational plan for the study programmes.

Read more  
See Annex 5

At the study programme level

Activity 6: Annual reports and operational plans for study programmes

Coordinator  
Programme coordinator or equivalent, in accordance with the respective faculty’s/Umeå School of Education’s delegation of authority

Aim  
Follow-up and continued development of the quality of study programmes at first- and second-cycle levels to ensure the usability of the programmes. The reporting serves as the basis for Programme evaluation through peer review (Activity 9).

Read more  
See Annex 6
At departmental level

Activity 7: Evaluation of courses

Coordinator: Head of department

Aim: To utilise students’ and teachers’ experiences to ensure and develop the quality of education.

Read more: See Annex 7

3-year cycle

At the overall university level and faculty level

Activity 8: Follow-up of the Student Union Report

Coordinator: Vice-Chancellor, the Planning Office, deans (in collaboration with the student unions)

Aim: In consultation with the student unions, to give priority to several areas from the Student Union Report to focus on continued work at both university-wide level and the faculty level.

Read more: See Annex 8a and 8b

At the study programme level

Activity 9: Programme evaluation through peer review

Coordinator: Programme coordinator or equivalent, in accordance with the respective faculty’s/Umeå School of Education’s administrative regulations

Aim: To conduct a peer review of the programme in relation to the educational plan and annual report/operational plan for the study programme.

Read more: See Annex 9
6-year cycle

At the overall university level and faculty level

Activity 10: Faculty audits

Coordinator: Vice-Chancellor, the Educational Strategy Council

Aim: To conduct a peer review of how a faculty, Umeå School of Education or selected administrative units organise, support and ensure the quality of courses and study programmes. The aim is for both the evaluators and the evaluated to acquire new knowledge and perspectives that can contribute to the operation’s development.

Read more: See Annex 10

On the overall university level and faculty level as well as the departmental and programme level

Activity 11: External evaluations

Coordinator: The Swedish Higher Education Authority (UKÄ) initiates evaluations. The Planning Office draws up instructions for the process and division of responsibilities for each evaluation.

Aim: The aim of UKÄ’s reviews is partly to monitor the outcomes of courses and study programmes and partly to contribute to higher education institutions’ efforts to develop the quality of higher education. Umeå University’s management of the reviews aims both to ensure the quality of the self-evaluations and information provided to UKÄ within the scope of the evaluations and to document, disseminate and act based on experiences drawn from the evaluations.

Read more: See Annex 11

4 Nationellt system för kvalitetssäkring av högre utbildning (National system for quality assurance of higher education), UKÄ rapport 2016:15
Annex 1

1-year cycle

At the overall university level

Activity 1: New Student Survey and Student Barometer at first-cycle level (alternating years)

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>The Educational Strategy Council in collaboration with the faculties/Umeå School of Education</th>
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<tbody>
<tr>
<td>Aim</td>
<td>To gather information about educational experiences from new students and students about half way through their study programme.</td>
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</table>
| Implementation process       | -The Educational Strategy Council (USSR) appoints a working team made up of representatives from the faculties/Umeå School of Education that handle the planning and implementation of the New Student Survey and Student Barometer.  
                              | -The questionnaires are distributed to students in September and October/November.  
                              | -The questionnaires are processed by the faculties.  
                              | -The results then go to a central resource who performs a collective analysis.  
                              | -The respective faculty/Umeå School of Education is responsible for further processing of the collected data and for further communication to the departments and programmes. |
| Documentation                | A report with a summary, analysis and discussion of the results from each survey and proposals for development initiatives. |
| Dialogue                     | **The New Student Survey:** The reporting is used for a dialogue with the faculty management and the study programmes/departments as well as between senior university officers and faculty management.  
                              | **The Student Barometer:** The reporting is used for a dialogue with the faculty management and the study programmes/departments as well as between senior university officers and faculty management. The results are also communicated to the Working Environment Committee, relevant administrative units and the student unions. |
| Timetable                    | **New Student Survey:** September every other year. Report within two months.  
                              | **The Student Barometer:** October every other year. Report within three months. |
| Resources                    | Each faculty/Umeå School of Education is responsible for its part of the work with the New Student Survey and Student Barometer. Central funds are used for printing and central processing. |
## Annex 2

### 1-year cycle

**At the overall university level**

**Activity 2: Thematic seminars for quality development**

<table>
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<tr>
<th>Coordinator</th>
<th>Vice-Chancellor, the Educational Strategy Council, the Planning Office</th>
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<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>Thematic seminars are a way of sharing good internal and external examples, learning from each other and together improving the quality of education at first- and second-cycle levels.</td>
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**Implementation process**

Each year two university-wide seminars are held that deal with quality management at the university. The Educational Strategy Council is responsible for the date and theme of the seminars. Coordinators in the council are responsible for invitations and other relevant administration.

**Documentation**

A summary of each seminar is disseminated to the organisation.

**Timetable**

One seminar is conducted in the spring semester and one in the autumn semester.

**Resources**

Participants take part in the seminars within the scope of their employment. An administrative resource is available at the Planning Office. Any costs for lecturers are paid from university funds. Budget: SEK 20,000/year.
Annex 3

1-year cycle

At the overall university level and faculty level

Activity 3: Pedagogical qualification

Coordinator: Vice-Chancellor, deans, the Pedagogical Qualification Board

Aim: To contribute to the continuous enhancement of educational quality by recognising and rewarding high levels of educational expertise among Umeå University teachers.

Implementation process: See the qualifications model for pedagogical qualification, ref. no.: FS 1.2.2-986-14.

Documentation: A list of the university’s qualified and excellent teachers is compiled on a regular basis.

Dialogue: Dialogues are conducted at the faculty level to ensure that the expertise of qualified and excellent teachers is utilised in educationally-related preparation and development initiatives.

Timetable: Annually

Resources: The work is done within existing frameworks. A fee is paid to the pedagogical experts. The fee is common to all faculties and established annually by the Vice-Chancellor in a special instruction. The faculties pay the fees to the pedagogical experts and cover the extra administrative costs entailed in decisions concerning qualification. The Pedagogical Qualification Board’s administrative support and operating budget are paid for centrally by the Office of Human Resources.

Read more: See the model for pedagogical qualification, ref. no.: FS 1.2.2-986-14 Link: https://www.aurora.umu.se/Anstallning/kompetensutveckling/Pedagogiskmeritering/
Annex 4

1-year cycle

At the faculty, programme and department levels

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<th>Activity 4: Ensuring qualitative targets</th>
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<td>Coordinator</td>
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<tr>
<td>Aim</td>
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Implementation process For each degree, a matrix is established that indicates how it is anticipated that the national qualitative targets will be achieved through detailed courses, in accordance with the administrative regulations for ensuring the national qualitative targets, ref. no. FS 1.1-1410-15. Each faculty/Umeå School of Education specifies in detail its own procedures, provides support for efforts to draw up the matrices and follows up on those being used at the programme level and departmental level. A more detailed matrix is recommended as a complement to the general matrix.

Documentation The matrices are updated each year and made available online.

Dialogue Programme coordinators/heads of departments conduct a dialogue about goal fulfilment with the dean/faculty management.

Timetable Annual review of the matrices is part of the faculties’/Umeå School of Education’s internal quality management.

Resources The work is conducted within the existing budgets for the faculties/Umeå School of Education.

Read more See the administrative regulations for ensuring national qualitative targets, ref. no. FS 1.1-1410-15. Link: http://www.umu.se/regelverk/utbildning-pa-grund--och-avancerad-niva
Annex 5

1-year cycle

At the programme level

Activity 5: Evaluation of study programmes

Coordinator
Programme coordinator or equivalent, in accordance with the respective faculty's/Umeå School of Education’s administrative regulations

Aim
To utilise the experience of students and teachers to develop the study programme, achieve educational targets and ensure progression and usability of the programme. Ensure that equal access, broadened recruiting, greater participation, internationalisation and collaboration are taken into account. The reporting serves as the basis for annual reports and operational plans for study programmes.

Implementation process
See the administrative regulations for course evaluations – implementation and responsibilities (ref. no.: 500-10-22-13) and the respective faculty's/Umeå School of Education’s administrative regulations.

Documentation
Reporting is structured in accordance with the Vice-Chancellor’s decision and the faculties'/Umeå School of Education’s administrative regulations.

Dialogue
The results of the evaluation are relayed to the faculty's executive committee and the students for the study programme in question. A dialogue is conducted with the dean responsible for education and the faculty's education committee or its equivalent.

Timetable
During their period of study, all students are to be given the opportunity to present their experiences and views on the programme as a whole. For a timetable, see the respective faculty's/Umeå School of Education’s administrative regulations.

Resources
The work is conducted within the framework of the relevant faculty/Umeå School of Education.

Read more
See the administrative regulations for Course evaluations – implementation and responsibility, ref. no.: 500-10-22-13; Regulations for Student Influence at Umeå University, ref. no.: 500-1020-13; and the respective faculty’s/Umeå School of Education's administrative regulations. Link: http://www.umu.se/regelverk/utbildning-pa-grund--och-avancerad-niva
Annex 6

1-year cycle

<table>
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<td>Activity 6: Annual reports and operational plans for study programmes</td>
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<tr>
<td><strong>Coordinator</strong></td>
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<td><strong>Aim</strong></td>
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<tr>
<td><strong>Implementation process</strong></td>
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<td><strong>Documentation</strong></td>
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<td><strong>Dialogue</strong></td>
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<td><strong>Timetable</strong></td>
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<td><strong>Resources</strong></td>
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Annex 7

1-year cycle

At the departmental level

Activity 7: Evaluation of courses

<table>
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<tr>
<th>Coordinator</th>
<th>Head of department</th>
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</table>

Aim

To utilise students’ and teachers’ experiences to ensure and improve educational quality.

Implementation process

See the administrative regulations for course evaluations – implementation and responsibilities (ref. no.: 500-10-22-13) as well as the respective faculty’s/Umeå School of Education’s administrative regulations.

Documentation

Reporting is structured in accordance with the Vice-Chancellor’s decision and the faculties’/Umeå School of Education’s administrative regulations.

Dialogue

Course evaluations serve as the basis for the department’s annual report and operational plan and for dialogues within study programmes and faculty management. Feedback on the results of course evaluations is also provided to those students who have carried out the evaluation and those who will take the course next time.

Timetable

Continually throughout the year.

Resources

The work is done within the existing departmental frameworks.

Read more

See the administrative regulations for Course evaluations – implementation and responsibility, ref. no.: 500-10-22-13; Regulations for Student Influence at Umeå University, ref. no.: 500-1020-13; and the respective faculty’s/Umeå School of Education’s administrative regulations.

Annex 8a

3-year cycle

*At the overall university level and faculty level*

**Activity 8: Follow-up of Student Union Report**

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<th>Coordinator</th>
<th>Vice-Chancellor, the Planning Office, deans (in coordination with the student unions)</th>
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<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>In consultation with the student unions, to give priority to several areas from the Student Union Report to focus on continued work at both university-wide level and the faculty level.</td>
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<tr>
<td><strong>Implementation process</strong></td>
<td>The student unions prepare the report, which is presented to the university’s highest decision-making body.</td>
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<td></td>
<td>Based on the report, the Educational Strategy Council gives priority to some areas to be developed jointly for the entire Umeå University.</td>
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<td></td>
<td>Based the report, the respective faculty/Umeå School of Education gives priority to some areas to be developed further in consultation with the relevant student union.</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>A report that is to contain measures and development initiatives based on the priority areas in the Student Union Report at an overall level (Vice-Chancellor) and faculty level (deans).</td>
</tr>
<tr>
<td><strong>Dialogue</strong></td>
<td>The faculty managements implement the work in dialogue with the student unions and reporting takes place to the Educational Strategy Council and the University Board.</td>
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<tr>
<td><strong>Timetable</strong></td>
<td>The Student Union Report is produced every third year.</td>
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<tr>
<td><strong>Resources</strong></td>
<td>Takes place within existing frameworks.</td>
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The student unions at Umeå University

Description of the Student Union Report

Background

Every third year the student unions at Umeå University have written what formerly was called the Student Case Report, but what in the future will be called the Student Union Report. The most recent report was presented to the University Board on 19 June 2013 (ref. no.: 500-1180-13). The aim of this description is to clarify the future intentions for how the report is designed. This clarification lays the groundwork for long-term planning of how and when the report will be written and submitted in the future and which body will deal with and prepared.

The report’s name

The student unions have decided that changing the name from the Student Case Report to the Student Union Report is appropriate based on the revised aim of future reports to also highlight issues that the student unions consider important to examine, regardless of the number of submitted student cases.

Aim

The Student Union Report aims to draw attention to recurring university-wide problems that Umeå University students report to the student unions for help and challenges and issues that the student unions also consider important to examine. In addition, the report aims to create the conditions for addressing these problems and issues.

The issues the report intends to deal with educational issues related both to student legal rights and to educational quality, and to issues concerning students’ situation, including the work environment and equal opportunity issues.

Time interval

Since 2010, the student unions have written and submitted the report every three years. This interval is to allow a reasonable amount of time to work with the report, to implement the actions proposed and, as much as possible, to resolve the problems raised.

The student unions believe that the three-year interval is appropriate and that the next report, from today’s date, is intended to be complete before the end of June 2016.

The report’s processing

The report is intended for the university’s highest decision-making body, the University Board. However, the student unions are positive to the Board tasking responsible decision makers with addressing the report and the proposals it contains in suitable entities. The student unions feel that appropriate entities have overlapping areas of responsibility overlaps with the problem areas addressed in the report. They include, but are not limited to, those entities that are responsible at a university-wide level for issues of quality, legal rights, work environment and equal opportunities.

The student unions are also positive to using the report at the faculty level (including the Umeå School of Education), even if its design and proposals are aimed university-wide. The unions also feel that using the report at the faculty level brings it closer to the operational level and this would better create the preconditions for resolving the problems addressed in the report.
Annex 9

3-year cycle

At the programme level

Activity 9: Programme evaluation through peer review

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Programme coordinator or equivalent, in accordance with the respective faculty’s/Umeå School of Education’s administrative regulations</th>
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</thead>
<tbody>
<tr>
<td>Aim</td>
<td>To conduct a peer review of the programme in relation to the educational plan and annual report/operational plan for the study programme. The aim of the review is to ensure the quality of education (including internationalisation and interaction with the surrounding community) and to promote the development and follow-up of change initiatives.</td>
</tr>
<tr>
<td>Implementation process</td>
<td>Each faculty/Umeå School of Education produces a timetable for implementation and is responsible for appointing a peer reviewer for each programme. An administrator is appointed by each faculty/Umeå School of Education. The reviewer is appointed from among other programme coordinators or the equivalent by Umeå University or another higher education institution. The review is to focus particularly on the usability of the study programme, and the reviewer should, whenever possible, be from another university.</td>
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The reviewer takes note of previous programme evaluations for the programme in question, the educational plan, the previous year’s annual report/operational plan and any additional documentation following dialogue with the reviewer. A dialogue with the programme coordinator/programme council or the equivalent takes place once the review is complete.

The peer reviewer issues a short report containing analysis and recommendations for action, which is sent to the programme coordinator/programme council or the equivalent, which is tasked with producing a development plan based on the report’s recommendations. If the external review is implemented, the vocational programme does not need to conduct a peer review in the same year.

Documentation | A report that is to contain an overall analysis, discussion and conclusions of the review. It is to contain recommendations and proposed actions. On the basis of the report, a development plan is formulated by the programme coordinator. |
| Dialogue      | The documentation is to serve as the basis for a dialogue with faculty management. |
Timetable

Every study programme is evaluated every third year according to a timetable that each faculty/Umeå School of Education produces.

Resources

University employees who participate in the peer review receive 20 hours of staffing that is paid for by the programme or its host department/faculty. If the faculty wishes to hire an external reviewer, the fee is paid by the respective programme/host department.
Annex 10

6-year cycle

At the overall university level and faculty level

Activity 10: Faculty audits (one faculty or Umeå School of Education/the university administration, including the Centre for Educational Development, per year)

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<thead>
<tr>
<th>Coordinator</th>
<th>Vice-Chancellor, the Educational Strategy Council</th>
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<td>Aim</td>
<td>To conduct a peer review of how a faculty, Umeå School of Education or selected administrative units organise, support and ensure the quality of courses and study programmes. The aim is for both the evaluators and the evaluated to acquire new knowledge and perspectives that can contribute to the operation’s development.</td>
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<tr>
<td>Implementation process</td>
<td>An audit group is appointed by the Educational Strategy Council for each audit in November of the year before the implementation process. The group consists of representatives from other faculties/Umeå School of Education, the administration and students, and the following functions are to be included: a pro/vice dean with educational responsibility, the head of the dean’s office, an excellent teacher, director of studies, educational supervisor, student representative, representative of the Centre for Educational Development and administrative coordinator from the Planning Office. The audit group can be complemented with a representative from another higher education institution and a labour market representative. Proposals for recurring themes for all audits are: -The organisation and content of educational support -The faculty's (or equivalent) quality management for education Additional themes are determined in consultation with faculty management or equivalent at a preliminary meeting before the evaluation. At a preliminary meeting the group decides what data to include in the audit and each faculty/Umeå School of Education is responsible for these being available to the audit group. Specific self-evaluations are not to be written. After going through the material, the group meets representatives of the faculty being audited during an on-site visit or the equivalent in various constellations. The conversations during the on-site visit are structured as a reflective dialogue and not as an interrogation. Following the day of the audit, a report is drawn up and submitted to the management of the evaluated faculty or equivalent. The report contains a summary of the evaluation and a reflective section and concludes with recommendations within each of the evaluated themes. Before the report is made public, the management is given an opportunity to comment. The final report is communicated to the management during a discussion with representatives from the audit group. The management is then tasked with drawing up an action plan based on the recommendations in the report. The report and the faculty’s (or equivalent) plan of action is presented to the Educational Strategy Council.</td>
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</table>
Documentation
The evaluation results in a report that contains the reviews' results and proposed actions and development initiatives. The evaluated faculty (or its equivalent) then presents an action plan.

Dialogue
Follow-up of the completed audit and presentation of the action plan takes place in conjunction with the faculties’ (Umeå School of Education’s/the university administration’s) dialogues with the university management by December of the audit year, at the latest.

Timetable
An audit is implemented annually in accordance with a rolling schedule so that each faculty, Umeå School of Education and administration unit is audited every seven years.

Resources
Representatives in the audit group, including coordinators from the Planning Office, carry out their work within the scope of their positions, with the exception of the excellent teacher, which is compensated with 40 working hours from university funds.
Annex 11

6-year cycle

At the overall university level, faculty level and departmental and programme level

Activity 11: External evaluation

Coordinator
The Swedish Higher Education Authority (UKÄ) initiates evaluations. The Planning Office draws up instructions for the process and division of responsibilities for each evaluation.

Aim
The aim of UKÄ’s reviews is partly to monitor the outcomes of courses and study programmes and partly to contribute to higher education institutions’ efforts to improve the quality of higher education. Umeå University’s management of the reviews aims both to ensure the quality of the self-evaluations and information provided to UKÄ within the scope of the evaluations and to document, disseminate and act based on experiences drawn from the evaluations.

Implementation process
In keeping with the national quality assurance system decided in 2016, UKÄ conducts the following external audits:
• appraisals of applications for degree-awarding powers
• reviews of the quality assurance processes of higher education institutions
• programme evaluations
• thematic evaluations

Before UKÄ’s evaluations, the Planning Office, in consultation with the deputy Vice-Chancellor of education and the faculties/Umeå School of Education, draws up detailed instructions that specify division of responsibilities and forms for:
• preparation and quality assurance of and decisions about self-evaluation/data
• follow-up to the evaluation process and results.

Documentation
In addition to self-evaluations/data delivered to UKÄ and the opinions decided upon by UKÄ, after evaluations are carried out, the following documentation normally should take place:
• a short reflection on the evaluation process, focusing on lessons for future occasions
• an action plan in response to results of the evaluation.

Dialogue
The documentation serves as the basis for dialogue within and between the levels concerned for each evaluation.

Timetable
Follow UKÄ’s timetable.

Resources
The work is done within existing frameworks.

5 Nationellt system för kvalitetsäkring av högre utbildning (National system for quality assurance of higher education), UKÄ rapport 2016:15