



VICE-CHANCELLOR

11 January 2017

Quality Assurance for First-, Second- and Third-Cycle Education at Karlstad University

Summary

This document constitutes Karlstad University's quality assurance policy, in accordance with Standard 1.1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The main principle for quality assurance is that the university shall develop and maintain a culture of quality that includes formal quality assurance structures as well as commitment to and accountability for providing quality education. Quality enhancement is based on systematic monitoring, analysis and feedback. The model is also applied to the university's operations management, which is seen as an integral part of the quality assurance system. This document details how ESG Standards 1.2–1.10 are addressed in the university's quality assurance procedures.

Decision	RB 2/17	Dnr.	C2017/43	Replaces	
Valid from	11 Jan. 2017	until	further notice	Officer	Thomas Nilsson

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1. Introduction

This document describes the organisation of Karlstad University's quality assurance process and the parts that are applicable to the university as a whole. Aspects delegated to the faculty boards, the faculty board for teacher education (LUN) and the central support services (CS) are also indicated. The document is based on the *Rules and Procedures* and *delegations* at Karlstad University, the vice-chancellor's decision on a quality assurance system for teaching and research [*Modell för kvalitetssäkring och kvalitetsarbete avseende utbildning och forskning vid Karlstads universitet*] that describes the monitoring and systematisation of quality assurance, as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).¹

2. Premise

2.1 Quality Culture

Studies of quality and quality assurance done by the European University Association (EUA) at a number of European universities have shown that successful quality assurance is based on organisational culture and attitudes, as well as on formal quality assurance structures.²

Karlstad University endeavours to maintain an integrated quality culture. Quality assurance and quality development are based on individual involvement, on university staff and students being accountable for quality and for maintaining a shared quality culture, as well as on a clear structure and well-defined, appropriate processes for all quality assurance work done as regards research, education and support functions.

Leadership and management play a decisive role in the development and integration of the different parts of quality assurance. The University's *Leadership and Co-Workership Policy* emphasises that management and staff members share responsibility for the development of university activities, for maintaining quality, as well as for communication, dialogue, participation and trust.

¹ Titles in italics refer to internal policy documents. Appendix 1 lists documents mentioned.

² EUA projects *Quality Culture in European Universities, Examining Quality Culture and Promoting Quality Culture*. See <http://www.eua.be/activities-services/projects>



Figure 1. Elements of an integrated quality culture, as described in the EUA's studies of quality³

To ensure effectivity, and to encourage involvement and accountability, as well as a shared quality culture, this university-wide quality assurance policy gives the faculty boards, the faculty board for teacher education and the central support services opportunity to design appropriate, resource-effective structures, processes and methods in their areas of responsibility. The allocation of responsibilities for quality assurance, based on the rules of procedure at Karlstad University and the vice-chancellor's delegation of authority, are summarised in Appendix 2.

Those to whom responsibility for quality assurance is delegated have to develop structures and working methods which facilitate communication on which decisions and positions are based. They are also responsible for proper internal management and control, so that all units are involved in university-wide quality assurance.

2.2 Systematic quality assurance

The Deming or PDCA cycle is an accepted quality assurance practice in organisations.⁴ The cycle is based on the systematic assessment of implemented processes and systematic reporting on the results as future activities are planned. The abbreviation denotes Plan-Do-Check-Act.

The PDCA model has to be used as a guideline in the design of decision-making, evaluation and monitoring processes and communication channels at Karlstad University. Accordingly, well-defined goals, systems and processes are needed, as well

³ The figure is adapted from a presentation by Sattler et al, http://www.eua.be/Libraries/eqaf-2013/1b_4_Sattler.pdf?sfvrsn=0

See also Bollaert, L. (2014), *A Manual for Internal Quality Assurance in Higher Education*, EURASHE

⁴ See for example Deming, W.E. (1986). *Out of the Crisis*. MIT Press or <http://pkpinc.com/files/NA01MoenNormanFullpaper.pdf> for an overview

as support for the evaluation of all activities, analytical tools, and open communication channels for feedback ahead of decisions and planning future activities.

The PDCA model should also be applied to develop goals and a shared quality culture, in order to improve the university's ability to handle changes (double-loop learning).⁵

3. Organisation

The university's organisation is described in the *Rules of Procedure at Karlstad University*. The rules of procedure are formulated based on current conditions and clarify the university's overall organisation, delegation of authority, principles for decision-making and handling of matters, principles for student participation, and the organisation of university activities.

The university is organised in two faculties, the faculty board for teacher education, and central support services. The two faculties and teacher education are each headed by a dean and faculty board. Organisationally, teacher education orders courses from the two other faculties. The university director heads the central support services, which comprise a number of units.

The current rules of procedure and delegations of authority stipulate the decision-making powers of the different organisational bodies. Appendix 2 summarises the allocation of responsibilities and authority related to quality assurance.

⁵ See for example Argyris, C. (1976) *Administrative Science Quarterly*, 21, 363–75.

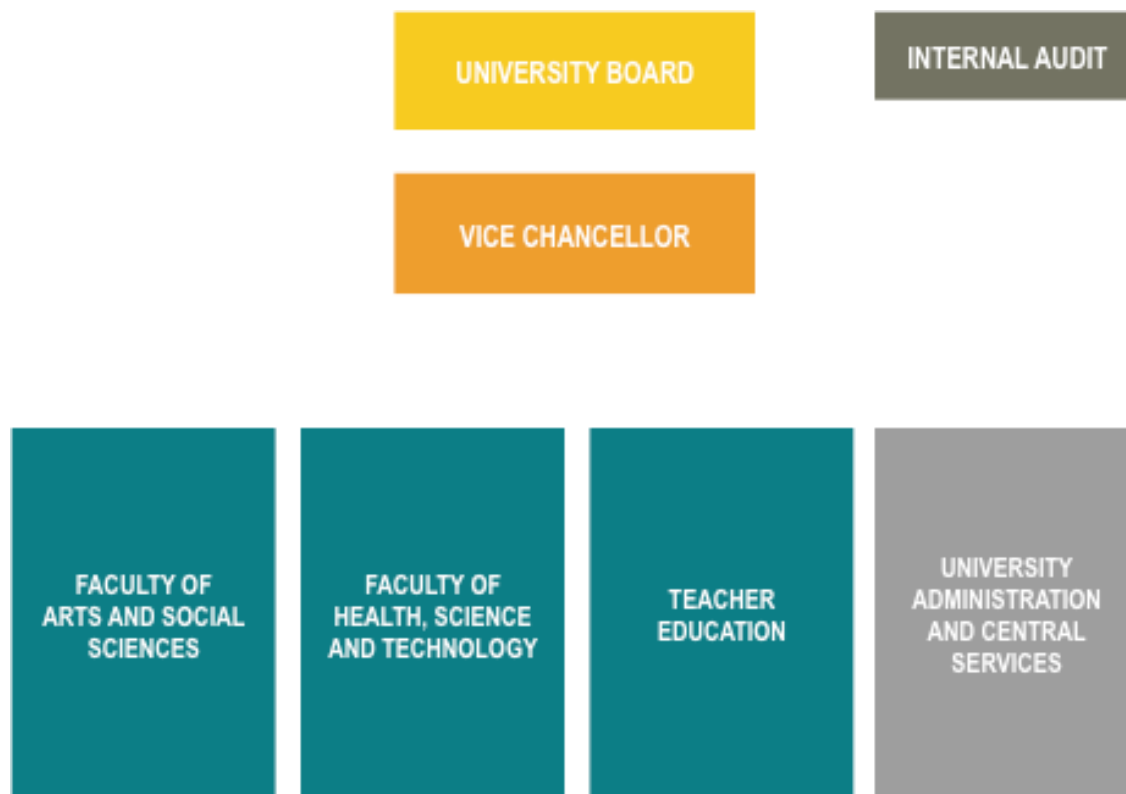


Figure 2. Overview of the university's organisation. The Faculty of Arts and Social Sciences and the Faculty of Health, Science and Technology both comprise different academic departments.

Student and doctoral student representatives form part of the faculty boards and the faculty board for teacher education, as per the rules of procedure. Faculty education committees and councils for degree programmes serve as preparatory bodies for first- and second-cycle education, and include representatives of students and stakeholders. Doctoral students are represented in the equivalent bodies for third-cycle education. Student or doctoral student representation in other permanent or temporary preparatory or decision-making organs is regulated in the university's student participation policy [*Policy för studentinflytande*].

In accordance with the *Employment Equity Plan*, Karlstad University strives for gender parity (each gender represented at at least 40% in staff groups and decision-making and preparatory bodies) and diversity (a mixture of ages, skills, backgrounds and experiences).

4. Management: Planning, assignments and reporting

Quality is an area covered in the university's regulations for planning and planning dialogues [*Ordning för verksamhetsuppdrag och verksamhetsdialoger*] to ensure that the systematic quality assurance aims are based on the university's strategies, to clarify line management responsibilities for quality issues, and to support internal communication on quality issues.

Planning takes the form of assignments given to the faculty boards, the faculty board for teacher education and the central support services. The university's regulations for planning and planning dialogues provide a framework for planning. Assignments are based on *Karlstad University's Strategic Plan*, government directives, outcomes and experiences of previous activities as well as suggestions from those given assignments. Assignments are decided by the vice-chancellor.

The executive office is responsible for formulating more detailed guidelines for planning communication, assignments and reporting. The formulation of and decisions on assignments are seen as part of the planning and implementation phases in a development cycle. Monitoring and analysis are partially done through the reports submitted by the recipients of assignments, and partially through the evaluation of activities by university management, as described in the section on information management.

Communication between university management and the recipients of assignments takes place via structured planning dialogues, by documentation of assignments and reporting, as well as by reporting indicators/key figures in Stratsys.⁶ Planning dialogues have to include quality and measures to enhance quality, as well as finances. Planning dialogues include the reports of the faculty boards and faculty board for teacher education on their analysis of first- and second-cycle course and programme offerings, as described in section 5. The skills and professional development of teaching staff could also be considered in planning dialogues.

Faculty management, the faculty board for teacher education and the central support services formulate local assignments to subordinate units based on their mandates, strategic plans, and their own analyses, as well as reports from these units. For teacher education this first and foremost involves ordering courses from the departments in the two faculties. The faculty boards, the faculty board for teacher education and the central support services are responsible for the detailed design and documentation of processes for their internal planning. Design should be based on the principle that assignments, reports and analyses of their outcomes form part of a development cycle. The figure below illustrates how assignments and reports present important communication channels in constant quality improvement.

⁶ Stratsys is a system for visualising strategic planning, communicating assignments, and reporting results.

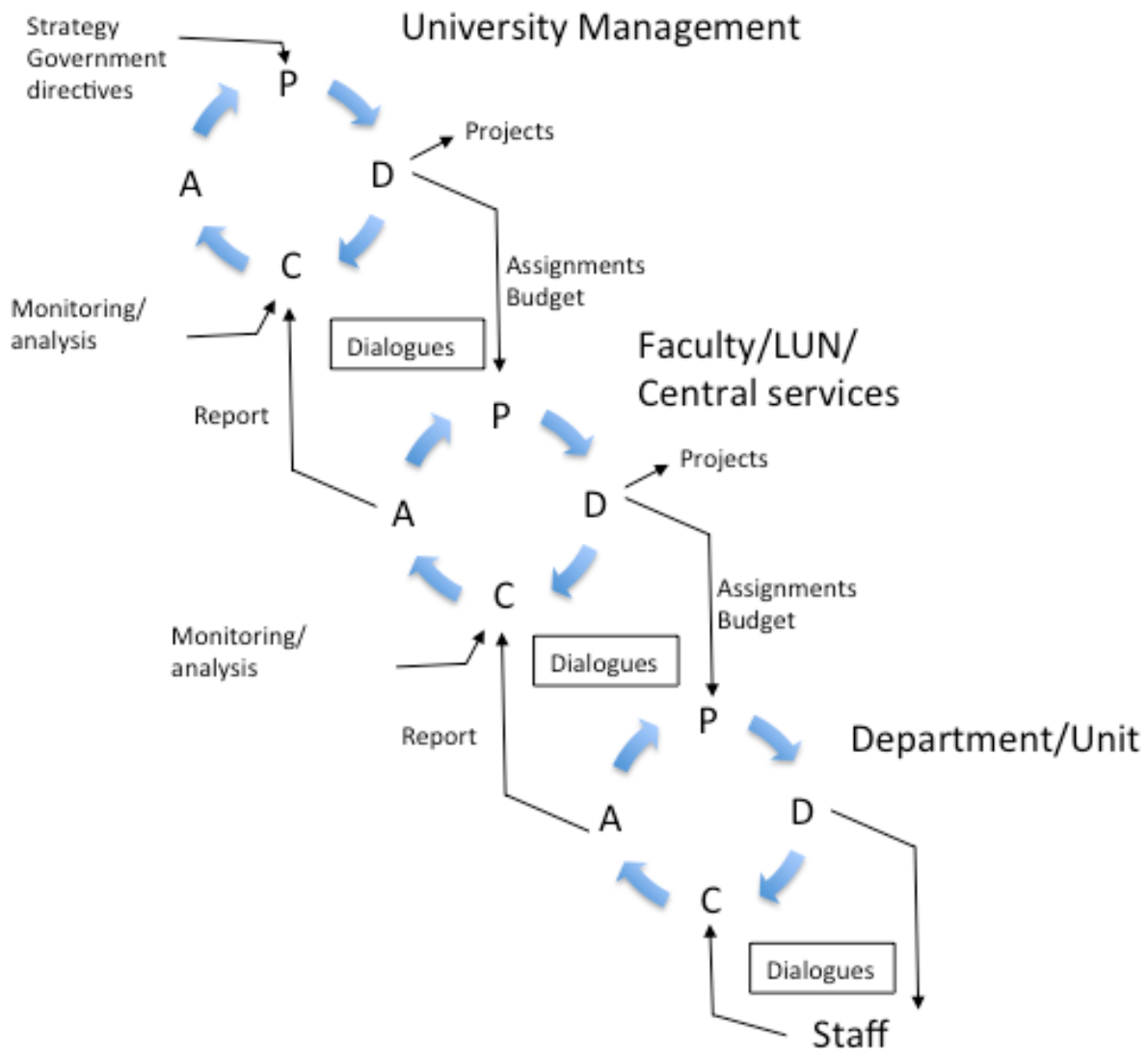


Figure 3. The university's planning, including communication on and monitoring of assignments. Formulating and deciding assignments fall in the planning and implementation phase for one organisational level, while planning is based on the received assignments at the level below. Similarly, reporting from the level below forms part of the monitoring process. University management includes the vice-chancellor and university board.

5. Design and approval of programmes (ESG 1.2)

5.1 First- and second-cycle education

The approval of first- and second-cycle degree programmes either involves establishing a main field of study in which a general degree can be completed, or establishing a degree programme that leads to a general or professional degree. The first step for programmes leading to professional degrees is to apply for degree-awarding powers from the Swedish Higher Education Authority (UKÄ). The main field of study has to be established for programmes leading to general degrees.

The criteria for establishing or terminating main fields of study for first- and second-cycle education [*Bedömningsgrunder för inrättande och avveckling av huvudområden på grund- och avancerad nivå*] specify the teaching expertise and learning environment Karlstad University requires for general first- and second-cycle degrees, as well as for third-cycle degrees. In accordance with the *Vice-Chancellor's Delegation of Authority*, the vice-chancellor decides on the establishment or termination of main fields of study at first and second levels.

First- and second-cycle education is designed through decisions on the programme offering, content of degree programmes, and course content. The offering, degree programmes and courses are monitored as described in section 12.1.

5.1.1 First- and second-cycle programmes offered

The design and approval of programmes leading to first- or second-cycle degrees are regulated in the guidelines for establishing and terminating degree programmes at Karlstad University [*Riktlinjer för inrättande och avveckling av program vid Karlstads universitet*]. This document describes the documentation and preparation process involved before the vice-chancellor can decide to establish or terminate a degree programme. The faculty boards and the faculty board for teacher education are responsible for designing and describing the routines for establishing and terminating degree programmes within the framework of the vice-chancellor's decision on the general guidelines for terminating courses or programmes [*Generella rutiner för avveckling av kurs eller program*] and the provisions of Ch. 7 of the *Regulations for First- and Second-Level Education at Karlstad University*.

Degrees awarded at first and second level are listed in Karlstad University's local system of qualifications [*Lokal examensordning vid Karlstads universitet*]. This document also includes the university's requirements for general degrees in detail.

5.1.2 Content of first- and second-cycle programmes

Decisions on programme study plans for programmes leading to first- or second-cycle degrees are delegated to the appropriate faculty boards. The faculty boards are responsible for designing and documenting the preparatory processes for such decisions. Preparations shall include a consideration of how the programme content leads to fulfilment of the national requirements for the degree in question.

5.1.3 Content of first- and second-cycle courses

Decisions on establishing and terminating courses as well as approval of course syllabi are delegated to the faculty boards that are also responsible for designing and documenting the preparatory processes for such decisions. Preparations for courses that may be included in a degree shall include a consideration of how the course outcomes contribute to fulfilment of degree requirements. For courses that may not be included in a degree, the preparation shall consider how the stipulations of Ch. 1 §§ 8–9 of the Higher Education Act are fulfilled.

5.2 Third-cycle education

Changes in the degree offering at doctoral level are made through the establishment or termination of a third-cycle subject area. These decisions are delegated to the faculty boards, within the framework of the criteria for establishing or terminating main fields of study for first- and second-cycle education [*Bedömningsgrunder för inrättande och avveckling av ämne på forskarnivå*].

The content of third-cycle programmes is regulated through the curricula for doctoral studies approved by the faculty boards, as well as doctoral students' individual study plans, approved by the deans. The faculty boards are responsible for designing and documenting the preparatory processes for such decisions. Preparation shall include a consideration of how the programme content ensures fulfilment of the national requirements for the degree in question. Programme offerings and third-cycle subjects are monitored as per section 12.1.3.

6. Student-centred learning, teaching and assessment (ESG 1.3)

Student learning is supported by the teaching provided by the university and is controlled through assessment. The university supports students' taking responsibility for their learning and the development of teaching and assessment through constructive alignment.

Constructive alignment involves clearly expressed relations between goals, teaching, and assessment in course syllabi and other directives. The development of academic knowledge and skills shall be ensured through the systematic formulation of clear learning outcomes in teaching, as well as by assessing the fulfilment of outcomes. Flexible education pathways and different forms of teaching and assessment are developed to facilitate the attainment of learning outcomes.

The university provides consistent support for research-based development of student-centred teaching through the professional development of teaching staff (see section 8). The role of a lecturer is in the main to meet the needs of multi-faceted student groups and to support students' active participation in their education.

As an important part of the continuous monitoring of first- and second-cycle education, the constructive alignment of programmes and courses is evaluated using the university-wide evaluation systems.

The rights and obligations of first- and second-cycle students, as well as the university's commitments, are regulated in the *Regulations for First- and Second-Level Education at Karlstad University*.

7. Student admission, progression, recognition and certification (ESG 1.4)

7.1 Admission

Admission to first-, second- and third-cycle education is regulated in the *Admission Procedures* for first-, second-, and third-cycle education at Karlstad University, decided by the university board.

7.1.1 First- and second-cycle courses and programmes

The admission procedures describe application processes for programmes and courses, assessment of qualifications, as well as selection processes. As per the *Vice-Chancellor's and University Director's Delegation of Authority*, the head of the student centre decides on admission to first- and second-cycle courses and programmes. The student centre is responsible for designing and describing processes for preparing and deciding on admissions, within the framework of the admission procedures.

As per the admission procedures, the faculty boards decide on the selection criteria used for courses and programmes. The faculty boards and faculty board for teacher education are responsible for designing and describing preparatory processes and for deciding on selection criteria in their areas.

7.1.2 Third-cycle education

Decisions on admission to third-cycle education are delegated to the faculty boards that are also responsible for designing and describing the preparatory processes and admission decisions.

7.2 Transfer of credits

As per the *Vice-Chancellor's Delegation of Authority*, the dean of the faculty concerned decides on transferring credits for whole courses and parts of first- and second-cycle courses after consulting the student centre. Deans also decide on transfer of third-cycle credits. The local regulations for transfer of credits are included in Karlstad University's local system of qualifications. The faculty boards and the faculty board for teacher education are responsible for designing and describing the preparatory processes and credit transfer decisions.

7.3 Recognition of equivalent experience

As per the *Vice-Chancellor's and University Director's Delegation of Authority*, the head of the student centre decides on exemptions from admission requirements and assesses the prior learning of individual students, in consultation with the dean, as needed. The admission procedures for first- and second-cycle courses describe how applications for exemption from admission requirements and assessment of prior learning are made. The student centre is responsible for designing and describing processes for preparing and making exemption decisions, and for assessing the prior learning of individual students.

7.4 Progression

Karlstad University uses Ladok to document first-, second- and third-cycle results. The specialisation level of first- and second-cycle courses is indicated in course syllabi, as well as the progressive specialisation in accordance with the recommendations of the Association of Swedish Higher Education (SUHF). Results and completed third-cycle activities are also reported to Ladok. The faculty boards and the faculty board for teacher education are responsible for designing and describing the above processes.

7.5 Approved leave from studies

The admission procedures describe the process of taking leave from first- or second-cycle studies. In accordance with the *Vice-Chancellor's* and *University Director's Delegation of Authority*, the head of the student centre approves leave from studies. The student centre is responsible for designing and describing the decision-making process.

7.6 Certification

Applications for degree certificates are handled as per Karlstad University's local system of qualifications.

8. Teaching staff (ESG 1.5)

The formal requirements for offering first-, second- and third-cycle programmes were described in section 5. The university's rules of procedure indicate that first-cycle examiners should hold doctorates, and that second-cycle examiners should be at *docent* level (readers/associate professors) or professors. According to the admission procedures for third-cycle education, both the main supervisor and examiner should be a *docent* or professor. In exceptional cases another lecturer who holds a doctorate may be appointed main supervisor, if the assistant supervisor is a *docent* or professor. Examiners for first-, second- and third-cycle education are appointed by the dean.

In the university's *Regulations for Appointment and Promotion of Teaching Staff* the categories of teaching staff at Karlstad University are specified, as well as how research and teaching skills are to be assessed when recruiting and promoting teaching staff. The main teaching categories are: professor, senior lecturer, associate senior lecturer, postdoctoral research fellow, postdoctoral researcher, and lecturer. The vice-chancellor makes decisions on the recruitment, promotion and appointment of professors, while the deans decide on the recruitment, recruitment profile and appointment or promotion of other teaching staff. The faculty boards decide on *docent* appointments. Appointment and promotion matters, as well as *docent* appointments, are handled by the faculties' appointments and promotions committees. External experts are involved when appointing professors, senior lecturers, associate senior lecturers, and postdoctoral research fellows, and when promoting staff to senior lecturers or professors, or when

appointing a *docent*. For appointment as senior lecturer or professor a completed course in teaching and learning in higher education or equivalent knowledge is required.⁷

According to *Karlstad University's Strategic Plan* all teaching staff shall do research and all research staff shall teach. Associated goals and sub goals are included in the plan, and activities and indicators of goal fulfilment are included in the faculties' assignments. In order to increase our ability to attract and retain highly-skilled teaching staff the university board has decided on a specific action plan for *Recruiting Academic Staff*. The action plan includes goals for skills, the recruitment process, and attractiveness. Recruitment is a central goal in the university's *Employment Equity Plan*, which is based on *Karlstad University's Strategic Plan*.

The pedagogical development unit supports the further development of teaching and examination skills. Organisationally, the pedagogical development unit falls under the HR Office as part of central support services, and its activities include offering courses and other support focused on goal-centred teaching to university lecturers, developing of assessment and feedback formats, integrating blended learning in courses and programmes offered by the university, and offering courses on doctoral student supervision and on the supervision of degree projects.

The pedagogical development unit also organises an annual internal conference and publishes a report series, thus enabling staff to present development work and to exchange experiences of developing teaching and assessment skills.

The university has introduced a special career stage based on pedagogical qualifications to support the development of teaching skills. Teaching staff deemed to fulfil the specified criteria by external experts may, as per the vice-chancellor's decision to introduce a qualifications model based on pedagogical skills [*Införande av modell för meritering grundad i skicklighet i undervisning och examination (i ämne eller ämnesområde)*], be given merit-based salary increments as merited or excellent lecturers.

The university aims to develop criteria and formats providing special support to successful teaching environments to increase visibility and to communicate working methods proven to be particularly successful.

9. Learning resources and student support (ESG 1.6)

9.1 Physical and digital resources

The university library is responsible for providing library resources and study places. This includes places for individual study, quiet working spaces, rooms for group work,

⁷ In special circumstances, this course may be completed within two years of employment as part of the professional development commitment. Courses offered by the pedagogical development unit follow SUHF's recommendations (REK 2016-1).

and computer stations. Student IT support assists students in using digital learning resources (e.g. as part of distance education).

The pedagogical development unit supports research-based development of teaching and assessment skills and provides digital resources and support in their use, for example via resource webpages. They also support the development of students' digital skills.

9.2 Student support

The student centre, which forms part of the central support services, is responsible for a number of support activities as part of Successful Studies. This includes study and career guidance, supporting students with special needs, and student health services. The student centre is responsible for the detailed design and description of guidelines for study and career guidance and for other support activities.

The university's *Student Equity Action Plan* emphasises accessibility and that active and effective efforts in the area of equal treatment provide better conditions for students to study and perform well and contribute to the quality of educational opportunities on equal terms regardless of background differences.

10. Information management (ESG 1.7)

Monitoring assignments involves collecting data for monitoring activities. Indicators related to the university's strategy are in part collected through assignment reports and in part directly by the executive office.

A designated section of the executive office, the office for statistics and analysis, supports data collection. The office for statistics and analysis also provides support in other contexts, for example when the university's annual report is prepared and when the faculties and the faculty board for teacher education prepare documentation for decisions on the course and programme offering, reported in the planning dialogues (see section 11.1). The executive office is responsible for the formulation of guidelines for the work done by the office for statistics and analysis.

Information management in connection with the evaluation of education offered is described in more detail in the section on continuous monitoring (12.1).

11. Public information (ESG 1.8)

University-wide guidelines for internal and external communication are presented in the university's *Communications Policy*.

Public information about university activities is first and foremost provided via the university's external website, which includes information about the course offering on first, second and third level. Links are provided to first- and second-cycle programme study plans, first- and second-cycle course syllabi and curricula for doctoral studies, and all of these stipulate entry requirements and learning outcomes.

The results and analyses of continuous monitoring done via course and degree programme evaluations are also reported alongside the directives for first- and second-cycle degree programmes and courses (section 12.1).

12. Continuous monitoring and periodic review (ESG 1.9)

12.1 Continuous monitoring: first- and second-cycle education

Continuous monitoring of first- and second-cycle education includes the entire offering, including degree programmes and courses. In all cases evaluations and subsequent analyses form the basis for decisions taken to enhance quality, in accordance with the PDCA model. Such decisions are especially concerned with the content of the overall offering and degree programmes; courses decisions may include improving the content as well as the format of teaching.

12.1.1. First- and second-cycle programmes offered

Continuous monitoring of the first- and second –cycle course and programme offering is done in connection to the planning dialogues described in section 4, as per the vice-chancellor's decision on annual reports of the faculties' and the faculty board for teacher education's decisions on programme offerings [*Årliga redovisningar av fakulteters och lärarutbildningsnämnds beslut om programutbud*]. Monitoring shall include compiling information that considers degree programmes in relation to the community's needs and the labour market, availability of qualified lecturers, teaching capacity, connection to research environments, evaluation and monitoring results, dean's decisions on sizing and recruitment goals for the coming semester, as well as any other dean's decisions on measures that are to be implemented.

12.1.2 Degree programmes and courses

A university-wide system is used for the continuous monitoring of degree programmes. Student feedback is collected and documented after each academic year and after completion of a degree programme. The conditions for degree programmes are also considered in the monitoring of the university's offering discussed above.

Continuous monitoring of courses is done through a university-wide system for collecting and documenting student feedback after the completion of each course, as per the vice-chancellor's decision [*Införande av universitetsgemensamt system för*

kursvärdering och kursanalys]. The systems used to evaluate degree programmes, academic years and courses distribute standardised electronic questionnaires to students and also include web-based forms for collation and analysis of the completed questionnaires.

The university-wide systems for evaluating degree programmes, academic years and courses shall ensure that students have the opportunity to give feedback and that collations and analyses of evaluations are made available. The faculty boards and the faculty board for teacher education are responsible for designing processes so that collations and analyses are included in the documentation on which decisions on the university's offering are based, as per the PDCA model. The faculty boards and the faculty board for teacher education are also responsible for doing alumni surveys that collect feedback from graduates who have been on the labour market for a while.

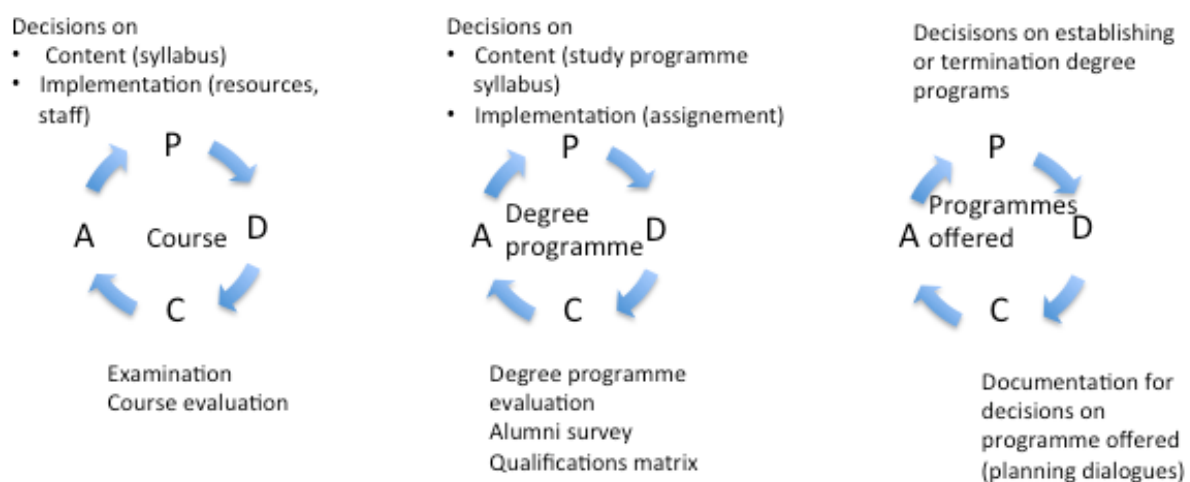


Figure 4. Supporting documentation and decisions in the continuous monitoring of first- and second-cycle courses and programmes.

12.1.3 Continuous monitoring: third-cycle education

The faculties are responsible for monitoring third-cycle education. This includes ensuring that the requirements regarding staff qualifications and environment in the criteria for establishing or terminating third-cycle subject areas [*Bedömningsgrunder för inrättande och avveckling av ämne på forskarnivå*] are fulfilled, monitoring students' individual study plans, and evaluating third-cycle courses offered by the faculty. Entire doctoral programmes are monitored through the doctoral student surveys focusing on work and study environments and through alumni surveys focusing on the fulfilment of outcomes and labour market utility. The faculty boards are responsible for designing and describing the survey processes for doctoral students and alumni.

12.2 Periodic review

The programme evaluations done by UKÄ as part of its mandate and the regular evaluation of courses and programmes at Karlstad University need to be coordinated to optimise resource use. Programme evaluations done by UKÄ are considered to fulfil the ESG periodic review requirements.

Other degree programmes are periodically reviewed in partnership with Mid Sweden University and Linnaeus University (the Treklöver model). The vice-chancellor's decision on pilot rounds of the Treklöver evaluation system [*Pilotomgångar för Treklöverns utvärderingssystem*] entails in brief that Karlstad University, Mid Sweden University and Linnaeus University form a consortium for external review of their courses and programmes. Evaluations are done by a group of assessors comprising staff members from the three universities, external experts, students, and a labour market representative. The group of assessors base their decisions on self-evaluations, degree projects and interviews. The assessment criteria follow those developed by SUHF's group of experts and are based on the Higher Education Act, the Higher Education Ordinance, and relevant ESG criteria. Evaluations aim to fulfil control and developmental functions, and shall result in reports which stipulate which aspects of each programme *can* be improved, which *ought* to be improved, and which *must* be improved to enhance the quality of education offered. The group of assessors submit their report to the vice-chancellor of the institution offering the assessed courses/programmes. Measures taken based on the report have to be reported to the joint steering group for the Treklöver partnership, which then give feedback to the vice-chancellor concerned.

In addition to regular external reviews done by UKÄ and Treklöver, Karlstad University also plans to design regulations for internal audits. Here the emphasis is on development and communicating good examples, rather than quality control.

13 Cyclical external quality assurance (ESG 1.10)

External review of courses and programmes is mainly done as part of UKÄ's mandate to assess and evaluate the quality assurance systems of higher education institutions. External reviewers will also participate in the regular review of courses and programmes as detailed in section 12.2, both through the programme evaluations done by UKÄ and in the evaluations done by Karlstad University.

Appendix 1: Referenced policy documents

Document	Decision
<i>Rules of Procedure at Karlstad University</i> <i>Arbetsordning vid Karlstads universitet</i>	US 2014-09-23
<i>Vice-Chancellor's Delegation of Authority</i> <i>Rektors delegationsordning</i>	RB 93/16
<i>University Director's Delegation of Authority</i> <i>Universitetsdirektörens delegationsordning</i>	FB 23/16
<i>Modell för kvalitetssäkring och kvalitetsarbete avseende utbildning och forskning vid Karlstads universitet</i> [Quality assurance system for teaching and research at Karlstad University]	RB 101/14
<i>Leadership and Co-Workership Policy</i> <i>Ledar- och medarbetarpolicy</i>	RB 60/16
<i>Employment Equity Plan</i> <i>Plan för att främja lika villkor bland ledare och medarbetare vid Karlstads universitet</i>	RB 37/16
<i>Policy för studentinflytande</i> [Student participation policy]	RB 118/15
<i>Karlstad University's Strategic Plan</i> <i>Strategisk plan för Karlstads universitet</i>	US 2014-11-23
<i>Ordning för verksamhetsuppdrag och verksamhetsdialoger</i> [Regulations for planning and planning dialogues]	RB 70/15
<i>Bedömningsgrunder för inrättande och avveckling av huvudområden på grund- och avancerad nivå</i> [Criteria for establishing or terminating main fields of study for first- and second-cycle education]	RB 99/15
<i>Riktlinjer för inrättande och avveckling av program vid Karlstads universitet</i> [Guidelines for establishing and terminating degree programmes at Karlstad University]	RB 101/15
<i>Generella rutiner för avveckling av kurs eller program</i> [General guidelines for terminating courses or programmes]	RB 19/11
<i>Regulations for First- and Second-Level Education at Karlstad University</i> <i>Regler för utbildning på grund- och avancerad nivå vid Karlstads universitet</i>	RB 22/15
<i>Lokal examensordning vid Karlstads universitet</i> [Karlstad University's local system of qualifications]	RB 94/15

<i>Bedömningsgrunder för inrättande och avveckling av ämne på forskarnivå</i> [Criteria for establishing or terminating third-cycle subject areas]	RB 100/15
<i>Admissions Procedures for First-, Second- and Third-Cycle Education at Karlstad University</i> <i>Antagningsordning för utbildning på grundnivå, avancerad nivå och forskarnivå vid Karlstads universitet</i>	US-beslut 13/16
<i>Regulations for Appointment and Promotion of Teaching Staff</i> <i>Anställningsordning</i>	US 2013-02-18
<i>Recruiting Academic Staff: Strategy and Action Plan</i> <i>Strategi och handlingsplan för rekrytering av lärare och forskare</i>	US 12/16
<i>Införande av modell för meritering grundad i skicklighet i undervisning och examination (i ämne eller ämnesområde)</i> [Introduction of a qualifications model based on pedagogical skills]	RB 75/16
<i>Student Equity Action Plan</i> <i>Likabehandlingsplan för studenter</i>	RB 101/16
<i>Communications Policy</i> <i>Kommunikationspolicy</i>	RB 122/14
<i>Årliga redovisningar av fakulteters och lärarutbildningsnämnds beslut om programutbud</i> [Annual reports of the faculties' and the faculty board for teacher education's decisions on programme offerings]	RB 69/15
<i>Införande av universitetsgemensamt system för kursvärdering och kursanalys</i> [Introduction of a university-wide course evaluation system]	RB117/15
<i>Pilotomgångar för Treklöverns utvärderingssystem</i> [Pilot rounds of the Treklöver evaluation system]	RB 28/16

Appendix 2: Overview of responsibilities for quality assurance

Organisation	Operations management	Design/ Approval of programmes (ESG 1.2)	Student-centred learning (ESG 1.3)	Admissions, etc. ESG (1.4)	Teaching staff (ESG 1.5)	Resources & support (1.6)	Information management (1.7); Public information (1.8)	1.9 Continuous monitoring	1.9 Regular review
University management: Vice-chancellor, University board	<ul style="list-style-type: none"> •Determining strategy •Deciding on assignments given to the faculties/LUN/CS 	<ul style="list-style-type: none"> •Deciding on establishment/ termination of degree programmes and main field of study at first and second level •Deciding on admissions procedures 	<ul style="list-style-type: none"> •Determining the regulations for first- and second-level education •Deciding on systems support for course, academic year and degree programme evaluations 	<ul style="list-style-type: none"> •Deciding on admissions procedures 	<ul style="list-style-type: none"> •Setting formal skills requirements for first, second and third level •Regulations for appointment and promotion of teaching staff •Recruitment strategy •Appointing professors 		<ul style="list-style-type: none"> •Deciding on communications policy 	<ul style="list-style-type: none"> •Deciding on systems support for course, academic year and degree programme evaluations 	<ul style="list-style-type: none"> •Deciding on Treklöver model the decisions it specifies
Faculties	<ul style="list-style-type: none"> •Reporting to executive management during planning dialogues and via Stratsys •Deciding on assignments given to departments or subjects 	<ul style="list-style-type: none"> •Proposing degree programmes and main fields of study at first and second level •Approving programme study plans •Approving course syllabi •Approving third-cycle subject areas, general doctoral curricula and individual study plans 	<ul style="list-style-type: none"> •Approving programme study plans and course syllabi •Goal matrices •Course and programme evaluations 	<ul style="list-style-type: none"> •Deciding on selection criteria for courses and programmes •Third cycle: deciding on establishment of doctoral studentships and admissions 	<ul style="list-style-type: none"> •Deciding on recruitment profiles •Preparing and deciding appointments and promotions (except for professors) •Appointing <i>docenter</i>, merited and excellent lecturers 		<ul style="list-style-type: none"> •1.7: Data required for reporting activities 	<ul style="list-style-type: none"> •Degree programme and academic year evaluations and analyses •Overview of course analyses •Converting results into measures for improvement 	<ul style="list-style-type: none"> •Self-evaluations; other documentation
Faculty board for teacher education (LUN)	<ul style="list-style-type: none"> •Reporting to executive management during planning dialogues and via Stratsys •Ordering courses 	<ul style="list-style-type: none"> •Teacher education: proposing degree programmes and main fields of study at first and second level •Approving programme study plans 	<ul style="list-style-type: none"> •Approving programme study plans and course syllabi •Goal matrices •Course and programme evaluations 	<ul style="list-style-type: none"> •Deciding on selection criteria for courses and programmes in teacher education 			<ul style="list-style-type: none"> •1.7 Data required for reporting activities 	<ul style="list-style-type: none"> •Degree programme and academic year evaluations and analyses •Converting results into measures for improvement (content) 	<ul style="list-style-type: none"> •Contributing to self-evaluations; other documentation
Central services (CS)	<ul style="list-style-type: none"> •Reporting to executive management during planning dialogues and via Stratsys •Deciding on assignments given to units; monitoring assignments 		<ul style="list-style-type: none"> Pedagogical development unit: Supporting constructive alignment, developing teaching skills 	<ul style="list-style-type: none"> Student centre: <ul style="list-style-type: none"> •Describing processes •First and second level admissions 	<ul style="list-style-type: none"> •HR Office: recruitment support •Pedagogical development unit: courses, conference 	<ul style="list-style-type: none"> •Library •Student centre/ Successful Studies 	<ul style="list-style-type: none"> •1.7: Executive office: office for statistics and analysis •Communications department: general public 	<ul style="list-style-type: none"> •Developing and maintaining systems support 	<ul style="list-style-type: none"> •Providing documentation support
Departments	<ul style="list-style-type: none"> •Reporting to faculty management 	<ul style="list-style-type: none"> •Preparing course syllabi •Preparing individual study plans 		<ul style="list-style-type: none"> •Third cycle: preparing admissions 	<ul style="list-style-type: none"> •Allocation of duties 		<ul style="list-style-type: none"> •Data required for reporting activities 	<ul style="list-style-type: none"> •Conducting and collating course evaluations •Converting results into measures for improvement (implementation) 	<ul style="list-style-type: none"> •Contributing to self-evaluations; other documentation