



GÖTEBORGS
UNIVERSITET

STEERING DOCUMENT
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Policy for quality assurance and continuous quality improvement of education

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| Decision-maker | Vice-chancellor |
| Overseeing function | University Board of Education |
| Decision date | Scrutinised for relevance 2024. Decided 221117. |
| Period of validity | To be scrutinesed for relevance in 2027. |
| Summary | <p>This policy describes the bases, processes and steering documents that contribute to the university's system for quality assurance and continuous quality improvement of education for first, second and third cycle. Each faculty board is responsible for realisation of the policy from the perspective of its own operations. The policy was originally decided in 2016, and revised in 2017, 2018 and 2020. This is a translated version of the Swedish original. In case of differences between the Swedish original and the English translation, the Swedish original shall prevail.</p> |

This policy sets out the principles, processes and steering documents that contribute to the University of Gothenburg's system for quality assurance and continuous quality improvement of education for first, second and third cycle. Each faculty board is responsible for realisation of the policy from the perspective of its own operations.

The University's continuous quality improvement (CQI) includes all the bodies, meeting forums, processes, documents and activities that provide opportunities for the development of the quality of education at the University of Gothenburg.

Principles of continuous quality improvement

The University of Gothenburg puts every effort into its operations always being of high quality. Our CQI principles are founded on the CQI tradition developed at the university.

- CQI is integrated into the university's regular operations.
- The carrying out of CQI is decentralized, so that it can be adapted to each environment.
- Internal and external collegial review is fundamental in our CQI.
- Student views of study courses and programmes are of central importance.
- A living quality culture, spreading of good examples and exchanges of findings are central.
- Open reporting of own CQI provides a strong incentive for taking good care that our operations maintain high quality.

Overall processes¹

1. Local continuous monitoring and quality improvement

Continuous monitoring and quality improvement is carried out at course, programme and department levels. It is targeted at our study courses and programmes maintaining high quality and achieving set targets. This involves ensuring that the study courses and programmes comply with laws, ordinances and local rules. CQI processes and forms are anchored, visible and known.

The faculty boards comply with and monitor their departments' CQI (this includes plans of measures resulting from completed course/programme evaluations as per process 2).

2. External review of study courses and programmes

Using external review contributes to developing the quality of the University's study courses and programmes. External review is used to check that internal CQI is working and that the study courses and programmes are satisfying the following criteria.

¹ As a support for processes 1 and 2, the university's purpose-developed tools, guidance documents and criteria support documents for assessor panels can be used.

As a reference, pages 11 – 17 of Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) can also be used.

1. *Achieved study results match intended learning outcomes and the qualitative targets of the Higher Education Ordinance.*
2. *Teaching is focused on student/doctoral-centered learning.*
3. *The content and form of teaching rests on scientific and/or artistic bases and proven experience.*
4. *Teachers have up-to-date and adequate competence as regards their subjects and teaching and learning in higher education, and the numbers of teachers are in proportion to the scope and content of study courses and programmes.*
5. *Study courses and programmes are relevant to the needs of the students/doctoral students and society.*
6. *Students/doctoral students have influence in planning, implementing and monitoring study courses and programmes.*
7. *The study and learning environment is accessible and purpose-oriented for all students/doctoral students.*
8. *The study courses and programmes are continuously monitored and developed.*

The faculty boards are to initiate external review of all study courses and programmes over a six-year period. Faculty-initiated review of study courses and programmes is not necessary for those study courses and programmes that are being examined by UKÄ in the six-year period. Students/doctoral students are to be offered the possibility to take part in the planning and monitoring of review.

Each review is to be carried out by at least two scientific/artistic and pedagogic experts from higher education institutions other than the University of Gothenburg and at least one student representative. The student representatives are appointed by the Student Union. The panel is to be established by each faculty board after consultation with the department responsible for the study courses and programmes in question.

What is to constitute the input for the panel of assessors is to be decided by each faculty board after consultation with the department. Once the panel of assessors has analysed the input, it is to carry out physical or virtual interviews with programme/course representatives and students/doctoral students.

In a statement, the panel of assessors is to summarise the strengths and what needs to be developed for the programme/course to satisfy the above-mentioned criteria. Each faculty board is responsible for: a plan of measures being drawn up and decided; and, monitoring that the measures are implemented. Assessor statements and plans of measures shall be published.

3. University-wide continuous monitoring and quality improvement

In operations dialogues with the faculties, the vice-chancellor is to annually monitor the quality of study courses and programmes. Ahead of these dialogues, the faculties are, in accordance with a separate instruction document, to report the past year's major initiatives to develop study courses and programmes. The quality of the faculties' study courses, programmes and CQI is also to be monitored annually (in separate "education dialogues").

Analyses and feedback form a central part of the continuous monitoring and development. The University Board of Education, the Quality Committee and the Council for Doctoral Education therefore annually analyse development areas and strengths that derived from the implementation of the policy. The input is together with other results for CQI collated in a report that is submitted to the vice-chancellor, the University Management Council and the University Board. The report contributes to spreading experience and good practice, gives an overview of the quality of study courses and programmes as a whole and provides suggestions for actions to be taken at university level.

An important element in the University of Gothenburg's CQI is learning across organisational boundaries. For this reason, series of university wide seminars and workshops are continuously organised for the diffusion of good examples, guidance and inspiration for CQI. Additionally, in collaboration with the faculties, benchmarking projects are offered to facilitate exchanges of experiences.

The university's central steering documents for the quality of study courses and programmes

The Vision – A university for the world, 2021 – 2030 and appertaining targets, strategies and operational plans

The Vision establishes the direction for the development of operations at the University of Gothenburg. Measures for achieving the vision are concretised in the targets, strategies and operational plans of University Management and the faculties.

Rules of Procedure and Delegation of Authority Policy

The University's Rules of Procedure and Delegation of Authority Policy set out an organisational allocation of responsibilities that identifies various bodies/agents and their responsibilities. Under this, the vice-chancellor has overall responsibility for the quality policy and the monitoring thereof. The faculty boards are responsible for monitoring, quality assurance and the development of the faculties' core operations and their goals and strategies.

Policy for Pedagogical Development and Pedagogical Ideas Programme

The first of these defines the University's objectives and orientation as regards pedagogical development. The Ideas Programme provides support for pedagogical development.

Administrative procedures for the setting up and phasing out of main fields of study/programmes/third-cycle subjects

These administrative procedures set out the tasks that form the basis for the University Board of Education's/Committee for Doctoral (Third-cycle) Education's decisions to support the setting up of (and where relevant, the phasing out of) study courses and programmes. The documents also describe the faculty boards' consultations with the University Board of Education/Committee for Doctoral (Third-cycle) Education.

Rules for first-cycle and second-cycle programme syllabuses/course syllabuses

The rules aim at assuring that course and programme syllabuses at the University of Gothenburg maintain a high and uniform quality. The syllabuses are carried out in Gubas; the university system support to create, review, determine, revise and publish course and education syllabuses.

Other steering documents that are important for the quality of study courses and programmes

The policies, rules, procedures and plans govern the operation of the university activities in a common and normative manner and are decided by the board of governors, vice-chancellor or other decision-making body. Several of the steering documents that concern other areas than the area of first-, second-, and third-cycle programmes, are also important for teachers and students. On the web site for steering documents are also published related guidances.