



DECISION

Reg. No.
STYR 2016/179

Date 15 March 2018

Vice-chancellor

Policy for quality assurance and quality enhancement of education at Lund University

Approved by the vice-chancellor on 15 March 2018.

This policy describes Lund University's coherent system for quality assurance and quality enhancement of the University's courses and study programmes. The policy outlines the basis on which the work is to be conducted, who does what and for what purpose. The policy applies to all education at Lund University, but the quality assurance processes may differ depending on the level of education and the type of course or study programme in question.

Lund University always strives to develop more efficient and appropriate processes. The policy is therefore followed up regularly and reviewed when required.

Starting points

Quality assurance activities are to contribute to the development of education and are to be conducted in an appropriate and systematic way as part of normal operations. The aim of quality enhancement work is that the University is to have courses and study programmes of high quality that are highly valued by students and other stakeholders. Lund University strives to be a world-class university, and a prerequisite for this is education of the highest quality.

Lund University's quality enhancement work is based on national laws and regulations, European agreements, local governance documents and the Strategic Plan for Lund University 2017–2026.

Lund University strives to obtain the highest level of education quality, with learning environments characterised by both education and research. Quality arises in the meetings between teaching staff and students. Therefore, it is important that there are well-functioning support activities, as well as teaching, study and learning environments with good teaching expertise and an appropriate infrastructure.

Lund University is to be distinguished by its quality culture in which teaching staff, students and doctoral students feel involved, responsible and committed to quality in the organisation, and constantly strive to improve and develop the organisation. Quality enhancement work is to support the development and maintenance of a good quality culture.

To create legitimacy, collegial review is to be a feature of the University's quality enhancement work in both research and education. This means that in a normal case, collegial review is to include external experts. Well-functioning student influence is central for the University's quality enhancement work. Students and doctoral students are therefore to be given opportunities to participate in planning, execution and follow up of quality enhancement work at Lund University.

Lund University is to continue to develop as an internationally leading higher education institution and take considerable societal responsibility. International perspectives and sustainable development are therefore to be elements in our courses and study programmes.

Openness and transparency are to characterise quality enhancement work at Lund University.

Overall processes

At Lund University, there is to be a number of main and joint processes for quality assurance of education. The processes are to contribute to ensuring quality and supporting the development of courses and study programmes.

- Establishment and termination of courses and study programmes
- Evaluation of ongoing courses and study programmes
- Follow-up of quality enhancement work and its results, including course evaluations and course evaluation reports

In order to safeguard the distinctive nature of courses and study programmes, it is important that overall processes are conducted by the faculties so that they are appropriate for their courses and programmes.

Responsibility and organisation

The vice-chancellor has overall responsibility for quality at the University. The vice-chancellor regularly follows up the faculties' work on quality assurance and development of education. The follow-up is principally conducted through discussions on quality between the vice-chancellor and the faculties. The students and doctoral students are also to be given the opportunity to take part in the follow-up, both as representatives in the dialogues and through their own input.

According to the University's Rules of Procedure, the faculty boards have collective responsibility for quality assurance and the development of education.

An important element of Lund University's quality enhancement work is learning across organisational boundaries. The University is therefore to make it easier in various ways to exchange knowledge and spread good examples.

The university-wide Education Board and Research Programmes Board are to regularly analyse challenges and development areas and to spread good examples concerning quality enhancement work. The boards are also responsible for decisions concerning relevant policy documents and guidelines, and the revising of these, if required.

Special university-wide functions and tools are to support systematic quality enhancement work at the faculties.

Criteria

Quality enhancement work is to focus on the following criteria. The criteria taken together are to show the common elements in quality enhancement work at Lund University. Namely that:

- actual study results correspond to learning outcomes and degree targets.
- education focuses on students’/doctoral students’ learning.
- education is based on scientific and/or artistic foundations as well as proven experience.
- teaching staff, including supervisors, have appropriate expertise in terms of the subject, teaching and learning in higher education, subject-teaching and other relevant skills, and that the teaching capacity is adequate.
- education is to be relevant for the students and doctoral students, and meet society’s needs.
- students and doctoral students have influence in the planning, execution and follow-up of education.
- an appropriate study and learning environment with well-functioning support activities is in place and accessible to all.
- continuous follow-up and development of education takes place.
- internationalisation and international perspectives are promoted in education.
- gender equality and equal opportunities perspectives are integrated in education.

- subject-relevant perspectives regarding sustainable development are promoted in education.