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Education Board

Management rules for the establishment and discontinuation of study programmes at Lund University

The policy for quality assurance and quality enhancement of education at Lund University¹ describes the starting points for the quality assurance work at the University. These management rules describe the processes and content of the work to establish, suspend or discontinue courses or study programmes that are no longer to be offered at Lund University.

Decisions to establish or discontinue new first- or second-cycle study programmes are delegated by the vice-chancellor to the university-wide Education Board.² Decisions to suspend a programme are taken at the faculty level. For decisions to be legal and transparent, these management rules have been drawn up by the Education Board. The Education Board takes decisions on approving exceptions to the management rules.

Decisions to establish and discontinue study programmes are taken by the university-wide Education Board at Lund University to enable university-wide discussion on the quality and range of the education offered. This leads to a reduced risk of overlap between different

¹ Policy for quality assurance and quality enhancement of education at Lund University, approved by the vice-chancellor on 15 March 2018, STYR 2016/179.

² Rules of procedure for Lund University, STYR 2017/1639.

courses and study programmes and strategic educational planning is made possible.

The Education Board has also drawn up a guide for the establishment of new study programmes. It is optional to use and may function as a support tool for the faculties.³

Establishment of new study programmes

- Preliminary applications are continuously processed during the year.
- Establishment matters (decisions on establishment) are addressed at the Education Board meetings held January-March and August-October.

The development of education at the University is an important part of the quality assurance work and should take place continuously.

Validation is called for when significant changes are made to an existing study programme or when an entirely new study programme is planned.

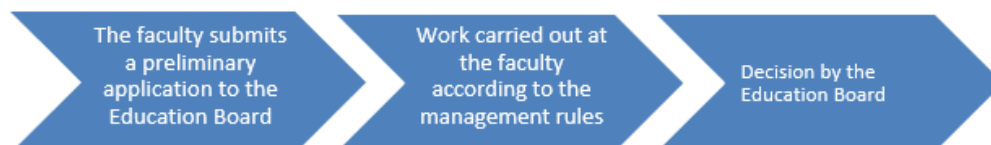


Figure 1: Rules of procedure for establishing programmes

Preliminary application

To enable a strategic discussion on new study programmes at Lund University, to avoid any overlap and to highlight any potential collaborations, a preliminary application is to be made by the relevant faculty for the establishment of a new study programme. The preliminary application is to contain a brief description of the planned

³ For further information, see the Regulations on quality assurance and quality enhancement of education at Lund University, STYR 2016/179.

programme (maximum of 2 pages) as well as how the process to establish the programme is planned. Preliminary applications are to be submitted to the university-wide Education Board well in advance of the start of the establishment process at the faculty. Before the preliminary application is put to the Education Board, the administrator at Education Strategy Support is to be contacted to ensure ongoing communication during the matter.

From preliminary application to decision: procedure at the faculty

After the Education Board's discussion on the proposed programme and its mandate on the continued management of the programme proposal, the faculty begins producing assessment documentation, taking into account any information received from the Education Board. The faculty's documentation is to include basic information and a description of the programme's conditions based on a number of aspects.

Basic information

- Name of the study programme, including a translation into English
- Degree title, including a translation into English
- Scope in higher education credits
- Information on the main field of study for the programme
- Information on whether the programme is full-time or part-time and any other vital information e.g. where it will be taught and whether there are elements of distance learning
- Information on the programme's main language of instruction
- Information on whether the programme is to be offered as a joint programme with other faculties or higher education institutions
- Information on entry requirements
- Information on selection criteria for admission

Description

The description of the planned study programme is to address the following aspects:

1. Rationale for the study programme
 - a. The purpose of/reason for the establishment of the programme
 - b. The place of the programme in the complete range of programmes offered at the University
 - c. The connection to student demand, societal needs/labour market
2. Learning outcomes and content
 - a. Conditions for the actual credits awarded to correspond to the expected learning outcomes and qualitative targets, including progression
 - b. Conditions for the study programme to be based on research and/or artistic foundations and proven experience (disciplinary foundation) and for the teaching to be conducted so that there is a close connection between research and education
 - c. Conditions for the study programme to offer student-centred learning
3. Structure of the study programme
 - a. Possibilities for transition to the next education cycle
 - b. Conditions for placements, where relevant
4. Teaching staff
 - a. Teaching staff, including supervisors, are to have appropriate expertise in the subject, in teaching and learning in higher education, in subject didactics and in other relevant fields
 - b. There is to be sufficient teaching capacity
5. Other resources
 - a. Planned scaling and financing of the study programme
 - b. Stability and long-term perspective of the study programme
 - c. Well-functioning support services, infrastructure and study environment
6. Continuous follow-up and evaluation of the study programme
7. Student influence in the planning, implementation and follow-up of the study programme

8. Internationalisation and international perspectives are promoted in the study programme
9. Gender equality and equal opportunity perspectives are integrated in the study programme
10. Disciplinary perspectives on sustainable development are promoted in the study programme

Assessment group

In order for a new study programme to be established at Lund University, a peer review group comprised of external experts are to assess the proposed programme's conditions based on the aforementioned aspects. An external assessment group is used to ensure that study programmes initiated at Lund University are of a high national and international standard. An industry representative or equivalent may contribute to the assessment group being able to ensure that the study programme has a connection to the labour market or societal needs.

The assessment group is to consist of:

- Two external experts within the field/discipline of the study programme, not employed at Lund University
- For study programmes leading to a professional degree, there must always be industry representatives from the field of the study programme. For other study programmes, this is optional. When there is an industry representative, it may be sufficient to have one disciplinary expert in the assessment group.
- A student or doctoral student representative appointed by the local students' union or LUS

In addition, the assessment group may include

- An industry representative, e.g. a professional in the field of the relevant study programme, or with other expertise that can contribute to ensuring a connection to the labour market or societal needs
- Any other expertise that the faculty is interested in

Based on the aforementioned principles, the faculty board takes a decision on the final composition of the assessment group.

Assessment

The assessment group assesses whether the conditions exist to start a new study programme based on the aforementioned aspects. The faculty's written documentation on the aspects is the basis for the assessment group's assessment. The assessment is to be summarised in a written report to be submitted to the faculty.

The assessment (of each of the aspects and a holistic assessment) is expressed in two categories:

- Satisfactory
- Unsatisfactory

In the documentation submitted to the Education Board prior to a decision, the faculty is to report on the potential measures or changes that have been made as a result of the assessment group's assessment of the programme.

The faculty takes its own decision on whether site visits or interviews are to be carried out. However, it is important to discuss this with the assessment group to avoid any misunderstanding. Therefore, some kind of meeting between the assessors and the faculty is recommended.

Documentation for a decision by the Education Board

Applications to the Education Board are to include the following documentation:

- Written documentation from the faculty concerning the aspects to be considered
- A draft programme syllabus (preliminary)
- The assessment group's assessment summarised in a statement
- The faculty board's response to the assessment group's statement

- Other relevant documentation e.g. statistics, competitive intelligence etc.
- For faculty-wide study programmes, there must also be written agreements concerning resources and responsibilities attached

The documentation for the decision should also include information on how the students have contributed to the development of the new study programme.

Decision

The Education Board takes the decision to establish a new study programme. The decision is valid for a maximum of three years. If the study programme has not commenced within three years, a new decision by the Education Board is required. The reason for this is that information concerning the study programme's conditions can change quickly and no longer be valid. It may be sufficient to update some of the information for such a new decision.

Degree-awarding powers issued by UKÄ are required for study programmes leading to a professional degree. The vice-chancellor has delegated decisions on applications for degree-awarding powers to the university-wide Education Board. The application is to be designed in accordance with UKÄ's instructions.⁴ A decision to establish a study programme at the University can take place at the same time as a decision to submit an application to UKÄ, provided that the establishment takes place on condition that the degree-awarding powers are granted.

Establishment and discontinuation of main fields of study for general degrees

For the establishment of new main fields of study for general degrees, the same aspects as for the establishment of new study programmes are to be considered. However, decisions to establish new main fields

⁴ For further information, please see UKÄ's website www.uka.se

of study are taken by the faculty board instead of the university-wide Education Board. There are also no requirements to use an external assessment group or to submit an application to the Education Board.

Although the decision to establish a main field of study is taken by the faculty, the faculty is responsible for carrying out discussions with other parts of the University to avoid overlap with closely related main fields of study and to increase clarity for the students.

Decisions to discontinue main fields of study in which degrees are awarded are taken by the faculty board. The faculty should use the same process and documentation as for the discontinuation of a study programme.

Discontinuation of study programmes and dormant study programmes

A study programme may be dormant. This means that the study programme is not currently admitting new students. Discontinuation of a study programme means that the study programme is permanently shut down.

Decisions to discontinue a study programme are taken by the university-wide Education Board while decisions to cease admitting new students to a study programme (a dormant study programme) are taken by the faculty board. The discontinuation of either a study programme or a dormant study programme is to be preceded by an investigation in which the changed conditions and the consequences of the proposed decision are to be analysed. The process and the documentation presented below are to be used and may be complemented by other aspects if the faculty or the Education Board consider it appropriate.

Decision-making process and documentation

1. Documentation is to be produced by the faculty and is to include:

- a. A report on the changed conditions of the study programme
 - b. A consequence analysis (consequences for the relevant departments, students, the range of education offered at the University)
 - c. Proposed transitional provisions
2. The documentation is to be submitted to the Education Board (discontinuation) or the Faculty Board (dormant).
 3. Decision on discontinuation (Education Board) or dormant programmes (Faculty Board), including transitional provisions.

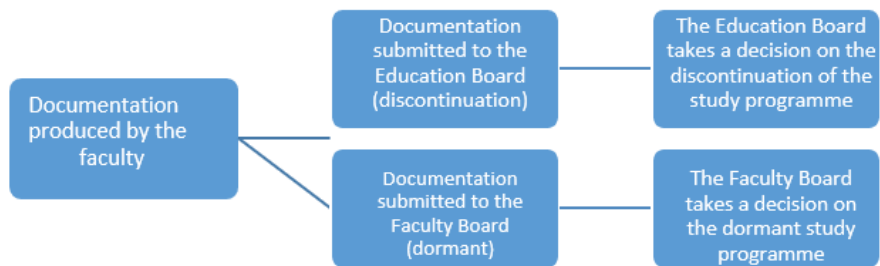


Figure 2: The process for discontinuation of study programmes and dormant study programmes

Appendix 1. Guide for the establishment of new study programmes

This guide is a support tool for the faculties in the process leading to a decision on the establishment of a new study programme. The questions and recommendations below are optional to use in whole or in part. The compulsory components or documentation required to establish a new study programme at Lund University are specified in the main document of the management rules.

Basic information

- Name of the study programme, including a translation into English
- Degree title, including a translation into English
- Scope in higher education credits
- Information on the main field of study for the programme
- Information on whether the programme is full-time or part-time and any other vital information e.g. where it will be taught and whether there are elements of distance learning
- Information on the programme's main language of instruction
- Information on whether the programme is to be offered as a joint programme with other faculties or higher education institutions

1. Rationale for the study programme
 - a. The purpose of/reason for the establishment of the study programme. Why does the faculty wish to start the study programme?
 - b. The study programme's place in the complete range of programmes at the University. The programme's place may be clarified and justified and any overlap with other courses or study programmes may be accounted for.

- c. Link to student demand, societal needs/labour market. Provide an analysis of future societal needs for people with the relevant qualification, the connection to professional contexts in the teaching and different forms of collaboration with potential future employers. How is information obtained on the development of the study programme with regard to usability and preparation for professional life? What are the prospects like for the recruitment of students, both nationally and internationally?
2. Learning outcomes and content
 - a. The conditions for actual credits awarded to correspond to the expected learning outcomes and qualitative targets, including progression. The design of the study programme indicates progression and link between qualitative targets, learning outcomes and assessment. The admission requirements for the study programme are reasonable and appropriate.
 - b. Conditions for the study programme to be based on research and/or artistic foundations and proven experience (disciplinary foundation). Describe in which way the study programme is linked to current research.
 - c. Conditions for the study programme to offer student-centred learning. The design and implementation of the study programme promotes student learning and takes into account the students' conditions.
 3. The structure of the study programme
 - a. Transition options to the next education cycle. What options are there for students to continue to second- or third-cycle studies? Both at Lund University and at other higher education institutions.
 - b. Options for placements, where relevant. Are there agreements or other arrangements in place? What does the supervisor situation look like for the placement component of the study programme?

4. Teaching staff
 - a. Teaching staff, including supervisors, are to have appropriate expertise in the subject, in teaching and learning in higher education, in subject didactics and in other relevant fields. What opportunities do teaching staff have for professional development? The allocation of responsibilities between the supervisor and examiner are clear.
 - b. The teaching capacity is to be sufficient. What is the availability of professionally active lecturers and other teaching staff like?
5. Other resources
 - a. Planned scaling and financing of the study programme
 - b. Stability and long-term perspective of the study programme
 - c. Well-functioning support services (study guidance, library), infrastructure and study environment
6. Continuous follow-up and evaluation of the study programme. Design of follow-up and evaluation linked to the policy for quality assurance and quality evaluation of education at Lund University. How is quality assurance carried out for the relevant regulatory documents (course syllabi etc.)?
7. Student influence in the planning, implementation and follow-up of the study programme. How are the results of course evaluations compiled and how are the students provided with feedback and information on potential measures? How are the students going to be able to play an active role in the development of the study programme? How is student influence ensured and documented?
8. Internationalisation and international perspectives are promoted in the study programme. Provide a report on any exchanges (of both students and teaching staff), collaborations with higher education institutions, teaching in a language other than Swedish, international perspectives or other ways of promoting internationalisation and international perspectives in the study programme.

9. Gender equality and equal opportunities perspectives are integrated in the study programme. Describe how gender equality and equal opportunities perspectives are integrated in the study programme, e.g. in relation to course syllabi and required reading for courses.
10. Disciplinary perspectives in sustainable development are promoted in the study programme. Where possible, describe how disciplinary perspectives on sustainable development are promoted in the study programme.

Proposed documentation

- Results from surveys, barometers, etc.
- Competitive intelligence
- Statistics (e.g. Kuben, Statistics Sweden (SCB) database Bak- och framgrund, the Swedish youth barometer, UKÄ's statistics database, statistics from trade associations or unions)
- Draft course syllabi, programme syllabus
- Policy documents produced at the University or faculty levels
- Current laws and ordinances texts (particularly when assessors are not familiar with the Swedish higher education system)
- List of proposed lecturers and other teaching staff for the planned study programme
- List of 'competing' study programmes within the University, nationally and internationally

Proposed procedure

