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Education Board

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.

Statement

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

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

1. Preliminary application to the Education Board
2. Faculty recruits assessment group
3. Faculty produces documentation for assessment
4. Assessment group provides assessment in a statement
5. Faculty provides a response to the statement
6. Faculty submits documentation to the Education Board prior
7. to decision
8. Preparation of matter
9. Decision by the Education Board