



Vice-chancellor

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

Background

The Higher Education Act (1992:1434) states that the operations of higher education institutions shall be arranged to ensure that high standards are attained in courses and study programmes and in research. Furthermore, it states that quality assurance procedures are the shared concern of staff and students at higher education institutions (HL Chapter 1, Section 4). The Higher Education Act and the Higher Education Ordinance also state the aim of the education and learning outcomes.

Lund University's policy for quality assurance and quality enhancement of education, approved by the vice-chancellor on 15 March 2018, describes the starting points, processes, responsibility and organisation, as well as the criteria, for quality enhancement work.

The vice-chancellor has overall responsibility for quality at the University. According to Lund University's Rules of Procedure, the faculty boards have collective responsibility for quality and development work within their own organisation. With their knowledge on current courses and study programmes, the faculties are best placed to judge how quality is assured and developed. Lund University's model for quality assurance and quality enhancement therefore places a considerable degree of responsibility for design, execution and follow-up of quality enhancement work with the respective faculty. This responsibility is clarified in the following regulations.

Decision

The University has decided the following.

Scrutiny is to be carried out prior to establishing a new study programme that leads to a first- or second-cycle degree. The Faculty Board is to determine within its own area of responsibility what will constitute the main area of the respective degree. The Faculty Board's application to establish a new first- or second-cycle programme is to be submitted to the joint Education Board and is preceded by a process in which the Faculty Board assisted by collegial review have examined the conditions for establishing the programme. The Education Board decides on detailed instructions for scrutiny of the proposed programme based on Lund University's policy for quality assurance and quality enhancement of education.

The faculty boards are responsible, based on Lund University's policy for quality assurance and quality enhancement of education, for regularly evaluating the quality of its courses and programmes with an aim to maintain and enhance quality.

The faculty boards implement the evaluation of education with an aim that all education leading to a degree is to be evaluated at least every six years, starting at the latest on 1 January 2019.

Within the framework of the above, the faculty boards decide when and in what way the evaluations are to be carried out. The starting point in the University's policy for quality assurance and quality enhancement of education is that in a normal case the evaluation would involve collegial review, which includes external experts.

The faculty boards are to develop routines for following up education quality and quality enhancement work within their areas of responsibility.

The University carries out regular discussions on quality with an aim to follow up the faculties' quality enhancement work. Prior to the dialogues, the faculty boards are to report on work and results relating to implemented education evaluations. Students/doctoral students are to have an opportunity to submit their own written input prior to these dialogues.

The university-wide Education Board and Research Programmes Board are assigned within their respective areas of responsibility to regularly follow up the University's policy for quality assurance and quality enhancement of education.

The decision in this matter was made by the undersigned vice-chancellor in the presence of University Director Susanne Kristensson after consultation with a representative of Lund University's students' unions and after a presentation by Head of Division Åsa Ekberg.

Torbjörn von Schantz

Åsa Ekberg
(Quality and Evaluation)

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