

QUALITY ASSURANCE REPORT 2020-2021

Introduction

The Education and Research board (UFN) has primary responsibility for the overall quality assurance and the strategic planning of the entire university college. The responsibility has been delegated to the board by the vice-chancellor. According to GIHs *System for quality assurance within education and research* (GIH 2020/522), UFN shall, in cooperation with GIHs departments, student union and relevant representatives of the administration, analyse the results of follow-ups, evaluations and quality assurance on a yearly basis. The process includes a quality dialogue with participation of representatives from the entire university college. At this quality dialogue, the results of the year are discussed. Towards the end of the process, UFN presents a quality assurance report with suggestions for measures and strategic investments. The report forms a basis for budget and operational planning for the university college management, and shall also be distributed to members of the entire organisation, students, doctoral students and external stakeholders.

This document is a brief translation of the quality assurance report of the academic year 2020-2021. The document is the first quality assurance report to be presented at GIH. The full report in Swedish begins with a presentation of UFN's work in 2020-2021. The work includes measures and follow-ups motivated by previous and ongoing evaluations by the Swedish Higher Education Authority (UKÄ) as well as the implementation of GIHs new organisation. Internal and external evaluations that are completed in 2020-2021 are also presented: a survey about the study environment at GIH and a supervisory report from the Equality Ombudsman (DO). Results and measures for improvement of the study environment are also discussed. Finally, the results of course and study programme analyses are presented as well as the results of the quality dialogue that was arranged on September 28th 2021. Altogether, these external and internal reviews form the basis for proposals for measures and strategic investments that conclude the report. This translation includes the conclusion of the report.

The report was prepared by the chair of UFN professor Karin Redelius, members professor Stefan Lund and associate professor/docent Sanna Nordin-Bates, member and doctoral student Sebastian Edman, and research officers PhD Camilla Norrbin and PhD Bim O'Reilly.

The Education and Research board's proposals for quality enhancing measures and strategic investments

On the basis of last year's work and the results from external and internal evaluations as well as course and study programme analyses, UFN presents seven proposals for quality enhancing measures and strategic investments. The proposals focus primarily on quality enhancing and quality assurance of education, since this year's quality work has been devoted to follow-ups of GIHs courses and study programmes, and study environment.

1. Increase the response rate of student evaluations and analyse the reasons for non-completion of courses and study programmes

In order to enhance the quality and ensure that planned changes and measures of GIHs courses and study programmes rest on reliable sources of information, it is important that student evaluations can serve as such a foundation, and that there is reliable information about the reasons for non-completion of courses and study programmes.

UFN proposes that intensified measures should be taken to increase the participation of students in course and study programme evaluations. Several of the study programmes suffer from a high rate of non-completion. For this reason, an overall analysis of this matter is necessary in order to arrive at a better and more systematic understanding that can facilitate a decrease in non-completions of courses and study programmes. The task includes investigating the reasons behind non-completion and if a particular group of students not completing their courses or study programmes can be identified (gender, merit rating, lack of prior knowledge, need for special educational support etc.)

2. Reinforce the competence in teaching and learning in higher education

UFN proposes that a comprehensive and systematic improvement of teaching and learning in higher education is implemented in order to ensure a sufficient quality within all study programmes. The measures should be directed towards competence improving investments in the form of training within a number of areas in teaching and learning in higher education, e.g. student-centred learning, examination forms, inclusive methods of teaching and equal opportunities, research basis of courses and study programmes, ensuring constructive alignment, and supervision training. In addition to such training, the occasions for regular peer discussions need to be intensified and strengthened. This includes ensuring that applicable forums for such discussions are offered and organised at departmental level as well as for the entire university college.

3. Assure the quality of and develop course and programme syllabi

UFN has adopted new guidelines for designing courses and course syllabi as well as study programmes and programme syllabi, and rules for examination connected to course syllabi as a framework for quality assurance.

UFN proposes the initiation of a comprehensive work aimed at assuring the quality of and developing course and programme syllabi in accordance with applicable rules and system requirements, so that the syllabi are designed in a functional manner. According to UFN, this work should include competence improvement with regards to formulating learning outcomes that are assessable, enhancing the progressive specialisation and facilitating constructive alignment. In addition, the work should include measures in the form of investments in administration.

In sum, the work should include:

- Ensuring that the courses and study programmes of the university college are designed and implemented with an explicit link between the national qualitative targets and local education and learning outcomes, learning activities and examinations,
- Formulating learning outcomes that are sustainable and structured according to the classification of the national qualitative targets,
- Ensuring the link between the national qualitative targets and learning outcomes as well as enhancing and clarifying progressive specialisation.
- Working with adapted or alternative examination in the course syllabi in order to prevent direct or indirect discrimination, and
- Adapting the course syllabi in order for certain functionalities in Ladok student registry to be used, e.g. application for examinations, anonymous examinations and follow-up of student results for re-examination.

4. Strengthen Sport sciences as an academic discipline

UFN proposes that the forms for quality assurance of the main field of study, Sport sciences, is developed.

5. Create a structure for internationalisation

UFN proposes that the structure for internationalisation is supported, e.g. by means of establishing a general academic forum for support and clarifying the goals for internationalisation.

6. Active measures for preventing discrimination and promoting equal opportunities

UFN proposes the initiation of a project aimed at investigating how GIH may fulfil the requirements of the Swedish Discrimination Act. This investigation should include a review of the documents and tools to be used in order to examine the workplace, how active measures are to be identified and evaluated, means of documentation, and how to fulfil the requirement of cooperating with employees. Moreover, a systematic review of the guidelines adopted to prevent harassment should be included.

7. Support the third cycle courses and study programme

UFN proposes a review aimed at supporting the quality in the third cycle courses and study programme, e.g. identify the general support needed as a consequence of the implementation of GIHs new organisation.