Template for quality assurance report for education at basic and advanced levels

Basic information
Programme/Principal area of study:
Degree:
Number of places for new students per year (for both autumn and spring admissions, specify the distribution between these):

Summary description of programme/principal area of study/course:
Link to relevant programme syllabus (for programmes) or course syllabuses (for independent courses).

Report guidelines
Length: 25-30 pages, not including appendices.

Specify key indicators from the most recent five-year period. If appropriate, key indicators can also be specified and analysed together under another section heading.

Key indicators
Key indicators and data from the evaluation system for LiU as a whole:
Applicants:
- Number who specify this as first choice
Study completion:
- Total number of credits awarded per term for the fraction of students who are active
- Time taken to achieve degree
Data are to be specified separately for men and women.

Comments are to be given on the results and analysis of data from the course evaluation system and from student questionnaires.

Faculty-specific key indicators
Each faculty is to decide whether specific key indicators are to be used and, if so, which.
Achievement of goals

Grounds of assessment:
The design, execution and examination of the education ensure that when the degree is awarded the students have achieved all learning outcomes within all forms of knowledge as specified by the qualifications ordinance.

Give details of the following. The use of examples in the description is encouraged.
- How are the national degree-based learning outcomes ensured by the learning outcomes and forms of exam? Faculty-specific tools (matrix, CDIO, progression map or corresponding tools) are to be used in this description.
- Based on the faculty-specific tools, describe how the national degree-based learning outcomes are ensured with the aid of the learning outcomes, learning activities and forms of exam.
- Describe how the education works to ensure to make clear to the students the connections between degree-based learning outcomes, learning outcomes, learning activities and forms of exam.
- Describe the work with progression, with respect to learning outcomes, learning activities and forms of exam within the education.

Based on the description and analysis given above, which areas for development with respect to the students’ achievement of goals can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

Design and execution

Grounds of assessment:
The education is designed and executed in a manner that encourages the students to take an active role in the learning processes, which is reflected also in the forms of exam.
Every student is provided with the conditions required to complete the education within the planned study duration.

Give details of the following. The use of examples in the description is encouraged.

1 In cases in which a study programme leads to several degrees, each degree is to be separately specified with respect to achievement of goals. Principal areas of study (for independent courses) are to specify achievement of goals for bachelor’s, magister and master’s degrees separately, but the report otherwise can consist of a unified text for the complete principal area of study.
- Which teaching models/principles/starting points are used and how are they applied in the education?
- How does the education work to ensure that the students take an active role in their learning processes? How is this reflected in the exam?
- How does the education work to make clear the demands placed on students for active learning?
- Are there any education-specific resources/infrastructure/learning environments? If so, what are these, and how are they used to execute the education? Are there any special challenges that the education must manage with respect to education-specific resources/learning environments? If so, what are these challenges?
- How does the education work to give the students the possibility to complete the education within the planned study duration? Analyse the key indicators related to study completion.

Based on the description and analysis given above, which areas for development with respect to design and execution can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

**Research coupling**

*Grounds of assessment:*

*The university ensures a clear connection between education and research in the learning environment.*

*A scientific and professionally focussed environment is present that is relevant to the education.*

Give details of the following. The use of examples in the description is encouraged.

- Describe briefly the scientific environments at LiU that are relevant to the education. In what way are operations carried out such that a close relationship between the education and research at LiU is achieved? How do activities in the research environment benefit the education and the students?
- How does the education work to include relevant research, both Swedish and international?
- How does the education work to ensure that the students acquire a scientific approach?

Based on the description and analysis given above, which areas for development with respect to coupling to research can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.
Teaching expertise

Grounds of assessment:
The number of teachers and their collective expertise are sufficient, and are proportional to the contents and execution of the education. Teaching personnel have the opportunity to improve not only their pedagogic expertise but also their knowledge of the subject. They are given the conditions required to carry out their work efficiently.

Give details of the following. The use of examples in the description is encouraged.
- Supply details of teacher expertise in the table attached to the template.
- Describe and comment on the total expertise that the teachers who participate in the education have, relative to the needs of the education. Consider the following areas:
  o scientific
  o pedagogic, and, where relevant,
  o professional expertise.
- Describe other teaching resources that are necessary for the execution of the education.
- What measures to increase expertise, relative to the needs of the education, are carried out?
- Describe the stability of the group of teachers with time. How is the stability of the group of teachers expected to be in the next few years?
- Where relevant, describe how the programme ensures that supervisors within education in the workplace (VFU) obtain relevant information and possess good expertise for their role.

Based on the description and analysis given above, which areas for development with respect to teacher expertise can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

Professional life perspective

Grounds of assessment:
The education can be applied in practice, and develops the preparedness of the students to meet change in their professional life.

Give details of the following. The use of examples in the description is encouraged.
- How does the education work to ensure that students are prepared for their professional life?
- How does the education collaborate with the surrounding society? How does the collaboration contribute to the quality of the education?
- How do those responsible for the education gather information that is relevant for the usefulness of the education in practice and preparations for professional life?
- How is the professional life perspective followed up in order to ensure that the education can be used in practice and prepares the students for a changing professional life?
- How does the education work to follow up and benefit from the experience of alumni?

Based on the description and analysis given above, which areas for development with respect to usefulness in practice and preparation for professional life can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

**Student perspective**

*Grounds of assessment:*

*The education works to give students the possibility and the conditions required to influence the education and their study situation.*

Give details of the following. The use of examples in the description is encouraged.
- Describe how the education works to ensure that the students participate actively in improving the education.
- Describe examples of how the education works with course evaluations, and meetings between programme coordinators/chairs of the board of studies, course coordinators and students in which the development of the quality of the education is in focus.
- Describe how the education upholds student opinions and their experience of the study situation. Describe how feedback about any measures taken is given to the students.

Based on the description and analysis given above, which areas for development with respect to the student perspective can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

**Gender equality perspective**

*Grounds of assessment:*

*A perspective of gender equality is integrated into the contents, design, and execution of the education.*

Give details of the following. The use of examples in the description is encouraged.
- How is a perspective of gender equality included in the planning, execution and follow-up, and how does this contribute to improvements in quality?
- How is a perspective of gender equality integrated into the contents, design, and execution of the education?²

Based on the description and analysis given above, which areas for development with respect to gender equality can be identified? Other aspects of gender equality may also be described. Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

**Sustainability perspective**

*Grounds of assessment:*

*A perspective of sustainability is integrated into the contents, design, and execution of the education.*³

Give details of the following. The use of examples in the description is encouraged.

- How is it ensured that students within their study programmes and courses gain fundamental knowledge and understanding for how sustainable development is relevant within the relevant education.

Based on the description and analysis given above, which areas for development with respect to sustainable development can be identified? Areas of development can be weaknesses that require strengthening. Areas of development can also be strengths that can be improved.

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² This may be, for example, with respect to course syllabuses, course literature, learning activities, subject-specific content, student population, and the study completion of male and female students.
³ In the course of their operations, higher education institutions shall promote sustainable development to assure for present and future generations a sound and healthy environment, economic and social welfare, and justice (Chapter 1, Section 5, Higher Education Act [1992:1434]).