

Regulations and guidelines for first, second and third cycle education at Jönköping University

2009-03-01

Revised

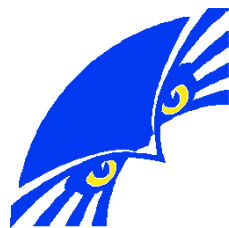
2010-09-01

2011-07-01

2012-07-01

2013-07-01

Chapter 6



HÖGSKOLAN I JÖNKÖPING

6 Rules for establishment and quality assurance of education leading to a degree

The document Rules for Responsibility and Decision-making at Jönköping University (Foundation Board, 20 October 2008, §77, Appendix 7) lays down the overriding allocation of decision-making authority within the group. The responsibility and authority of the joint bodies are shown in their instructions.

According to the instructions, the Board of Education and Research Education is responsible for overriding quality assurance of the university's degree qualifications at all cycles. The board is also responsible for ensuring that the university's common rules for education at first, second and third cycle promote good quality and are known within the organisation.

The university's quality policy clarifies the responsibility of the schools for quality work of the education at all cycles.

6.1 Quality criteria

The University of Jönköping's overriding criteria

The two documents Objective 2025 – On our way to Jönköping International University (Foundation Governing Board, 26 February 2013, §7, Appendix 3) and Joint strategies 2013-2016 (Foundation Governing Board, 26 April 2013, §23, Appendix 2, 2a, and 2b) contains overriding criteria for quality in the education at first, second and third cycle.

The Swedish National Agency for Higher Education's criteria

The Swedish National Agency for Higher Education scrutinises quality of education and provides background data for the Government's decisions regarding Jönköping University's degree-awarding powers. The "aspects and criteria" implemented in the Swedish National Agency for Higher Education thereby constitute a starting point.

Excerpt from the Swedish National Agency for Higher Education's documentation (2013-07-01):

Aspects and criteria for assessment of the quality of education are generally formulated. Ahead of each evaluation, they are made concrete by the group of assessors, starting with the education programmes to be evaluated. The guiding spirit is then the new system of qualifications and the degree goals worked out within the framework for the Bologna process.

Prerequisites of the education

Teacher competence

- the number of appointments with permanent tenure and other teachers shall be in proportion to the scope of the education,
- teachers shall have scientific/artistic, pedagogic and other necessary skills for teaching and supervision within the education programme,
- teachers shall have real opportunities for competence development and own research/own artistic development work,

Educational environment

- the education shall take place in an environment of research/artistic development,
- the education shall provide conditions for a critical and creative attitude,

- the higher education institution shall be able to demonstrate in what way students at master level will be connected to the activities of third cycle education and the research environment,

Infrastructure

- students/doctoral students shall have good access to literature/other educational material, information technology resources and other necessary equipment,

Design of education

Management documents

- syllabuses shall include teaching goals (expected study results) worked out in accordance with the system of qualifications,

Teaching, course literature and examination

- teaching, course literature/other educational material and examinations shall be designed to ensure links to research/artistic development and progression,

Result of the education

Quality assurance of the degree goals

- requirements shall be clearly documented, for instance in the form of grade criteria or similar, and shown in instructions for tests, degree projects and other examinations,
- the higher education institution shall provide the students/research students with good opportunities to reach the qualification goals and teaching goals.

Quality assurance of the quality of education

- a quality assurance system that ensures the future quality of education.

6.2 Detailed quality criteria at Jönköping University

Detailed quality criteria and regulations aimed at safeguarding quality can be found in these regulations under each heading. For example, the regulations for course and programme syllabuses include rules aimed at safeguarding the cycle of education, the progression within and between educational cycles and that the education is designed in accordance with the degree qualification descriptions. The schools are responsible for quality assurance in conjunction with decisions about programme and course syllabuses, for example.

The competence cycles in relation to degree cycles used as the basis for key ratio follow-up are summarised in the table below. For education at first cycle over 120 credits examiners without a doctoral degree must have a corresponding competence validated by the school as this level of education is evaluated by the Swedish National Agency for Higher Education, and connected to the university's right to award a degree. This is especially important regarding examiners of the independent project (degree project). For clinical or other practical placement shall the examiner have relevant and documented professional experience, irrespective of the academic cycle.

Table 1 The examiners' level of competence

Degree	Scope of courses	Competence
First cycle	At most 120 credits (two-years degree)	Degree at second cycle or corresponding
First cycle	More than 120 credits	At least a doctoral degree or corresponding

Second cycle		At least a doctoral degree or corresponding (distinguish the readers /associate professors)
Third cycle		At least reader/associate professor (distinguish the professors)

Teacher competence and teacher capacity – key ratios

An area here means a professional area for a professional qualification, a main field of study for a general degree or a subject for a degree at third cycle.

For each area and each degree within the area, teacher competence is followed up annually through the following key ratio:

- Available teacher capacity: expressed as the number of full-time equivalents of teachers with permanent tenure at the university with competence in accordance with the table above for the area and the degree in question.

For each area and each degree within the area, teacher capacity is followed up annually through the following key ratio:

- The number of independent projects (degree projects) in relation to available teacher capacity: the number of independent projects (degree projects) examined annually, divided by the available teacher capacity for the area and the degree in question.

When assessing the available annual working hours for an area, this may include the time the teacher is working or, if necessary, can be released from other tasks in order to work within education at the cycle in question. Within the framework for what is stated above, working hours of teachers working part-time or on a contract (such as guest lecturers) may be included.

If there are special reasons, teacher capacity may also be safeguarded through agreements with other higher education institutions.

Teacher competence and teacher capacity - criteria

The criteria are applied for decisions at foundation cycle concerning the school's degree-awarding powers and at periodic follow-up of areas and degrees.

The schools shall implement the criteria in decisions about the supply, dimensioning and admission to education leading to degrees.

The following constitute minimum requirements for the teacher competence required for the school to have the right to provide education and award degrees within the framework for the university's degree-awarding powers.

- At least two teachers with permanent tenure with competence within the area in accordance to the table above shall be working within education leading to degrees. *This criterion aims to safeguard that the minimum requirement of the educational environment on scientific competence at a certain cycle is not dependent upon a single person.*
- For a master degree, it is also a requirement that at least two of the teachers with permanent tenure who are working within education are supervisors with reader/associate professor competence for the education at second cycle within a subject related to the main field of study of the master degree. *This criterion aims to ensure that the second cycle education is linked to education at third cycle.*
- For a degree subject at third cycle, it is also a requirement that at least one teacher with permanent tenure who supervises doctoral students within the subject has professor competence. *This criterion aims to safeguard the scientific level of the third cycle education environment.*

The minimum requirements shall be made in relation to the character and width of the area and the cycle of the degree qualification. For wide areas, where education is carried out with one or several specialisations within the area, the minimum requirements shall be fulfilled for each such specialisation. This applies when specialised scientific competence is needed in order to examine the independent work or for supervising doctoral students.

The needs of pedagogic competence and professional skill shall be taken into consideration. The teachers shall have the prerequisites for maintaining and developing their scientific and pedagogic competence and, as applicable, their practical professional competence.

In addition, sufficient teacher capacity shall be safeguarded for the educational volume planned.

6.3 Establishment of degree at first or second cycle

A decision to establish a certain degree at first or second cycle within the framework for the university's degree-awarding powers is made by the Board of Education and Research Education following a proposal from the school responsible for the independent work (degree project).

The application shall include a brief statement about the school's strategic priorities and prerequisites for long-term provision of high quality education at the cycle intended within the area. Special mention shall be made of the available teacher competence and teacher capacity within the main area and professional area respectively in accordance with the above criteria. The application shall be accompanied by a proposal for degree description and a proposal for programme and course syllabuses for the courses included in the degree requirements.

The background data for decision-making shall be of such quality that an expert within the area shall be able to assess the quality of the content, cycle and progression of the education in relation to the degree goals, and the prerequisites in terms of available teacher competence and teacher capacity.

6.4 Establishment of degree at third cycle

A decision to establish a degree at third cycle is made by the Board of Education and Research Education following a proposal from the school responsible for the education.

The application shall include a brief statement about the specialised higher education institution's strategic priorities and prerequisites for long-term provision of high quality education at third cycle within the area. Special mention shall be made of the available teacher competence and teacher capacity within the subject. The application shall be accompanied by a proposal for programme and course syllabuses for the courses included in the degree requirements.

The background data for decision-making shall be of such quality that an expert within the area shall be able to assess the quality of the content, cycle and progression of the education in relation to the degree goals, and the prerequisites in terms of available teacher competence and teacher capacity.

6.5 Changes to established degrees

Decisions to change the degree description or general programme syllabus over and above editorial adjustments, and decisions to change the title of degree qualifications shall be made in the same way as decisions to establish a degree. Transition rules for students already admitted shall be established simultaneously. The background data for decision-making shall be adapted to suit the amendment proposed.

6.6 Application for extended degree-awarding powers

An application to extend or change the degree-awarding powers shall be made to the Government by the President following a proposal from a school.

6.7 Follow-up of established degrees

A decision about continued permit to award a certain degree within the framework of the university's degree-awarding powers is made after follow-up according to a plan made by the Board of Education and Research Education. The assessment is made on the same criteria as when assessing the establishment of a new degree as well as criteria for quality of educational result.

6.8 The schools' establishment and follow-up of education leading to a degree

Jönköping University works long-term to provide education and research within profiled areas, within which we can offer unique and competitive knowledge. The decision to provide an education assumed prioritisation in accordance with the university's Education and Research Strategy (Foundation Board, 10 December 2007, §73, Appendix 2, with editorial changes from October 2008).

Education leading to degrees at first and second cycle shall be commensurate with the current cycle of knowledge and research. For this reason, scientific work must be carried out to such an extent that continuity of operation is safeguarded. The same applies to education at third cycle.

Education leading to professional degrees shall also be commensurate with current knowledge development and integrate theoretical and practical/applied knowledge. The interplay with the requirements of professional life and the world about us is important.

Schools' processes for deciding about and following up education at first, second and third cycle shall be documented and known among students and staff.

Before establishing or making significant changes to an education leading to a degree at first or second cycle, the school shall safeguard the prerequisites needed and scrutinise that the education fulfils the requirements and quality criteria applicable. Such decisions shall be documented. The decision data shall include a plan for safeguarding the quality of the prerequisites, execution and result of the education in question.