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Mittuniversitetet
MID SWEDEN UNIVERSITY

Quality Assurance System for First-, Second- and Third-cycle Education

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Summary: The purpose of Mid Sweden University's quality assurance system is to create the conditions and structures necessary for quality assurance and systematic quality improvement of the University's programmes and courses.

Previous versions:

1 October 2019 Revised based on the University Board's decision on University-wide indicators

6 July 2021 Revised based on follow-up of the quality assurance system.

Table of Contents

1. **Basic approach**

The purpose of Mid Sweden University's quality assurance system is to create the conditions and structures necessary for quality assurance and systematic quality improvement of the University's programmes and courses. The Quality Assurance System replaces the previous document Mid Sweden University's Framework for Quality Assurance.[1] Mid Sweden University's quality assurance system builds upon the Swedish Higher Education Act, the Swedish Higher Education Ordinance and the standards and guidelines (ESG 1.1-1.10)[2] that apply to all higher education in Europe. Mid Sweden University's quality assurance system follows the guidelines advocated by the European Association for Quality Assurance in Higher Education (ENQA).

Within Mid Sweden University, we use the following four perspectives when considering the quality of the course or programme:

- The quality of the course or programme as related to the Swedish Higher Education Ordinance's qualitative targets and Mid Sweden University's qualification descriptors;
- The quality of the course or programme in training critical thinking and educating the whole person;
- The quality of the course or programme as experienced by first-, second- and third-cycle students;
- The relevance of the course or programme for working life and society in a broad sense.

Quality assurance and enhancement – Mid Sweden University's processes and methods for ensuring and improving the quality of courses and programmes – are to be based on the intended learning outcomes and the grades awarded to first-, second- and third-cycle students. Quality assurance and enhancement are to be proactive, systematic and integrated in all activities and operations,

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[1] MIUN 2012/197
[2] Standards and guidelines for internal quality assurance according to European Standards and Guidelines (ESG) (see www.uka.se).

including when planning, budgeting and following up. This means quality assurance and enhancement should:

- formulate and communicate the goals for activities;
- organise and allocate resources for processes and methods in relation to established goals;
- clearly define responsibilities;
- implement and follow up processes and methods;
- communicate and use follow-ups and evaluations as part of future development and improvement efforts;
- integrate quality assurance and enhancement into the University's follow-up and planning.

1.1 Culture of quality

According to the *European University Association*, a successful culture of quality is based on shared basic values, a shared commitment by all staff, a clear structure and well-defined processes.[3] Mid Sweden University promotes a culture of quality.

Quality assurance and enhancement at Mid Sweden University are based on the established academic values and working models that have long been natural elements of the organisation's quality culture. This culture of quality is characterised by continual improvement and renewal driven by staff and students. *Mid Sweden University's strategy 2019–2023*[4] describes the values that guide its quality assurance and enhancement efforts.

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[3] Ex *Sursock, A. (2011) Examining Quality Culture Part II: Processes, Tools – Participation, Ownership and Bureaucracy, Brussels: EUA.*
[4] MIUN 2018/1006

2. The structure and design of quality assurance and enhancement

Mid Sweden University's quality assurance system is based on the systematic approach illustrated in the improvement cycle, also called the Plan-Do-Study-Act (PDSA) cycle (Figure 1). This means that quality assurance and enhancement efforts are initiated and planned, that measures are implemented, that results are studied, and that quality assurance and enhancement result in learning, improvement and development.

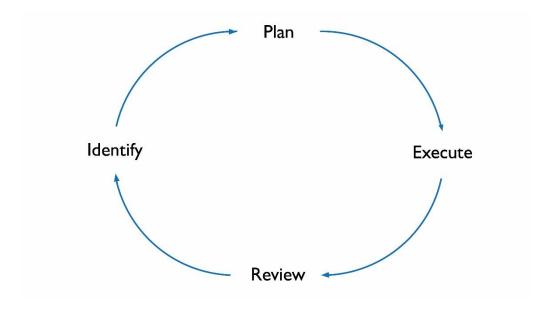Figure 1. The improvement cycle (inspired by W. Edwards Deming, 1986)[5].

Mid Sweden University's quality assurance system consists of six interconnected parts (see Figure 2):

Part 1 *Starting points for quality assurance and enhancement* relates to the circumstances for the course or programme;

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[5] Deming, W.E. (1986) *Out of the Crisis*, Cambridge University Press, Cambridge, Massachusetts.

Part 2 *Day-to-day quality assurance and enhancement* mainly relates to how the course or programme is *conducted;*

Part 3 *Quality follow-up* measures and evaluates various *outcomes;*

Part 4 *Quality evaluation* that examines the *results* of the course or programme;

Part 5 *Procedures for communication and consultation;*

Part 6 *Procedures for improvement and renewal.*

Kvalitetssystem för utbildning på G/A/F-nivå

1.Utgångspunkter för kvalitetsarbetet (förutsättningar)	2.Kontinuerligt Kvalitetsarbete (genomförande)	3.Kvalitets- uppföljning (utfall)	4.Kvalitets- utvärdering (resultat)
Styrdokument • Policy, strategier och planer • VP, uppdrag • Aktivitetsplaner • Ansvar & delegationer • Program/kursbeskrivningar **Utbildningsnära förutsättningar** • Lärarkompetens • Forskningsanknytning • Lär- och studiemiljö • Infrastruktur • Inrättande, ämnen/huvudomr • Inrättande program, kurser	**Exempelvis** • Lär- och studiemiljöer • Kompetensutveckling • Samverkan med arbetslivet • Undervisning/examination • Handledning • Studentinflytande • Internationalisering • Kurs- och programinnehåll • Studieadm/-uppföljning • Rekrytering och antagning • Kommunikation • Forskningsanknytning	**Exempelvis** • Indikatorer • Programuppföljningar • Kursvärderingar • Enkäter • Analysrapporter • Medarbetarenkäter • Individuella studieplaner • Arbetslivets perspektiv • Jämställdhet • Student/doktorand- perspektiv	**Egeninitierade utvärderingar** • Treklöversamarbetet (grund- och avancerad nivå) • ARC (Forskar nivå) **Externinitierade utvärderingar** • Genomförs bla av UKÄ **Övriga utvärderingar**

6.Rutiner för utveckling & förnyelse ◄ **5. Rutiner för kommunikation & dialog**
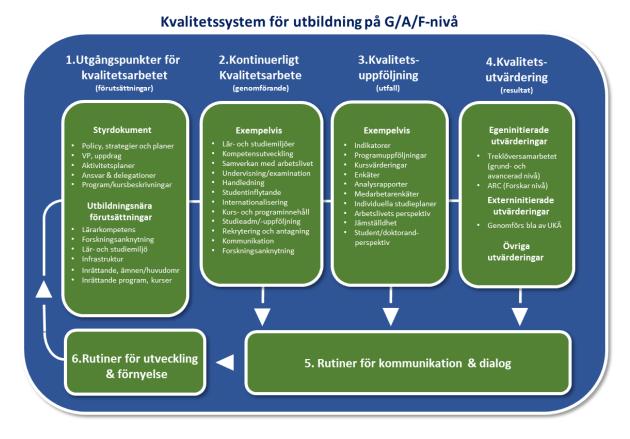
Figure 2. Mid Sweden University's quality assurance system for first-, second- and third-cycle education.

3. Starting points for quality assurance and enhancement (Part 1)

3.1 Strategic planning and policy for quality assurance[6]

Starting points for quality assurance and enhancement refers to activities and documents that govern the organisation and its circumstances. This includes policy for quality assurance and the organisation's strategic planning; the design and establishment of courses and programmes; ensuring staff qualifications and access to the learning environment, resources and support for students.

Ultimately, the quality assurance system and its activities are to contribute to the realisation of the University's vision, goals and strategy (see Mid Sweden University's strategy 2019–2023[7]).

3.1.1 Quality assurance policy for courses and programmes

Mid Sweden University provides high-quality education. Mid Sweden University bases its academic programmes on high-quality research, outstanding educational environments, well-developed collaborations and a good work environment that offers equal opportunities for all. Courses and programmes are planned and conducted in a way that enables first-, second- and third-cycle students to achieve the intended learning outcomes of the education. Quality assurance and enhancement efforts are guided by meeting student needs and preferably exceeding their expectations.

To ensure and improve the quality of education, Mid Sweden University proactively and systematically integrates quality assurance and enhancement into the organisation and management. Quality assurance and enhancement

[6] ESG 1.1

[7] MIUN 2018/1006

support achieving the University's vision and strategic objectives and fulfilling external quality requirements. Quality assurance and enhancement include quality assurance and continuous development, improving the conditions under which course and programme of offered, how they are offered, and the knowledge and skills that first-, second- and third-cycle students accumulate by the end of their studies.

Quality assurance and enhancement build on the European Standards and Guidelines (ESG) and focus on the assessment criteria included in the University's regular evaluations of first-, second- and third-cycle education.

3.1.2 **Roles and responsibilities**

The "Mid Sweden University Rules of Procedure"[8] describe roles and responsibilities at different levels. The "Rules of Procedure of the Faculty of Science, Technology and Media"[9] and the "Rules of Procedure of the Faculty of Human Sciences"[10] list which bodies and officials within the faculties may make decisions on behalf of the respective faculty boards. The chief administrative manager is responsible for quality assurance within the administration.

Table 1. Functions and levels with responsibility in the quality assurance system

Function/Level	Responsibility in the quality assurance system
University Board	The University Board determines internal allocation of resources and the monitoring of fulfilment of the long-term objectives, vision and strategies of the University; planning frameworks;

[8] MIUN 2019/657
[9] MIUN 2019/1139
[10] MIUN 2019/658

Function/Level	Responsibility in the quality assurance system
	and the operational plan and budget of the University[11].
Vice-Chancellor	The Vice-Chancellor is responsible for leading the University's strategy development and operational planning and for conducting University-wide follow-up of operations and finances.
Mid Sweden University's Education Council	The council initiates and coordinates overall discussions concerning first- and second-cycle education. The council has the task of working with quality assurance and quality follow-up linked to first- and second-cycle education at management level.
Mid Sweden University's Research Council	The council initiates, develops and coordinates University-wide issues concerning research and third-cycle education.
Faculty boards	The faculty boards have overall responsibility for quality assurance and quality improvement of faculty activities. The boards establish long-term activity plans based on directives from the University Board or the Vice-Chancellor.
Deans	The deans are responsible for following up and evaluating finances and activities within the

[11] Higher Education Ordinance Chapter 2, section 2

Function/Level	Responsibility in the quality assurance system
	faculty's area of responsibility and for taking appropriate actions as a result.
The Education Council for First- and Second-level Studies (GRUR/GRU)	The council monitors and supports first- and second-cycle education. The council works to improve and ensure quality in all first- and second-cycle programmes within each faculty.
Councils for Third-cycle Studies (FUR/RUF)	The councils are tasked with monitoring and promoting third-cycle education. They are responsible for maintaining the quality of third-cycle education within each faculty.
Coordinating Council for Teacher Education (LSR)	The Council for Teacher Education (LSR) is a drafting body at the Faculty of Human Sciences associated with Mid Sweden University's teacher education. LSR is tasked with promoting quality and improvements, preparing decisions for the head of department and preparing material for the Board and the Education Council for First- and Second-cycle Education. The council brings together programme coordinators for the teacher education programmes and representatives from the various parts of teacher education, such as the Development Network (RUN) and representatives for schools and students.
Employment councils	The councils prepare employment cases for the Faculty Board. They follow up the results of the processes for which the employment councils are responsible.

Function/Level	Responsibility in the quality assurance system
Programme councils	The councils work with quality improvement within each academic programme.
Subject teaching staff	The teaching staff are responsible for the quality and improvement of courses in their area of responsibility.
Subject representatives	Subject representatives have overall quality assurance responsibility for the subject.
Planning areas	The Faculty of Science, Technology and Media has planning areas that can consist of a centre of expertise and research or of subjects at one or more departments. In the planning area, researchers and research teams are jointly responsible for developing long-term strategies for how to develop and finance research and how to communicate findings. The work is led by the planning coordinator and occurs in collaboration with relevant subject teaching staff and line organisation. Third-cycle courses in a subject normally are grouped within a planning area.
Third-cycle teaching staff	Within the Faculty of Human Sciences, third-cycle teaching staff are responsible for the quality, implementation and improvement of third-cycle courses and programmes within their area of responsibility.
Heads of department	Heads of department are responsible for staff, planning, quality assurance, coordination and development of the department and coordination

Function/Level	Responsibility in the quality assurance system
	with programmes in which the department is active.
Programme coordinators	The programme coordinator has operational responsibility, based on the advisory council's decisions, for the programme's progression and development and serves as the contact for the programme for students, staff and external stakeholders. The programme manager consults with relevant subject teaching staff on the programme's courses.
Vice-Chancellor's Office (ULS)	The Vice-Chancellor's Office is responsible for updating Mid Sweden University's Quality Assurance System as needed.

The collegial approaches and the staff organisations play a key role in quality assurance for Mid Sweden University, both through participation in quality audits using peer review and through Mid Sweden University's collegial governing body. In addition to faculty boards and associated councils, this includes subject, research and supervisor staff.

3.1.3 Participation and involvement

The Higher Education Ordinance emphasises that quality assurance is a mutual concern for the higher education institution's staff and students[12]. Mid Sweden University is to have systematic processes that encourage participation, involvement and responsibility by staff and first-, second- and third-cycle students (see also the follow-up activities in the chapter *Description*

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[12] The Higher Education Ordinance, Chapter 1, section 4

of follow-up and evaluation activities). Most quality assurance within courses and programmes occurs at the peer level where teachers and students participate.

All managers of Mid Sweden University are responsible to enabling participation in quality assurance. To encourage this, there is a collaboration agreement between the employer and trade union organisations that regulates such issues as employee co-determination. This applies to both department issues and policy issues.

3.2 Design and establishment of programmes[13]

Mid Sweden University is to have processes in place for the design and establishment of programmes. The programmes are designed to allow students to fulfil the established qualitative targets as specified in the Higher Education Ordinance and intended learning outcomes. The qualifications leading to a degree are clearly specified and communicated and refer to the appropriate level within the national qualifications framework and, consequently, to the European Qualifications Framework. There is a clear connection between the goals of the education, learning activities and examinations. Furthermore, the programme is clearly based on current research.

Communication about the programme is planned and evaluated on an ongoing basis. Current target groups are consulted about communication efforts to avoid incorrect expectations, among other things.

3.2.1 First- and second-cycle education

The process for designing and establishing first- and second-cycle education is described in *Handläggningsordning för inrättande av nya utbildningsprogram vid Mittuniversitetet[14]* [Procedure for the establishment of new educational programmes at Mid Sweden University]. The procedure clarifies the division

[13] ESG 1.2
[14] MIUN 2021/2499

of responsibilities, decision-making processes and sequence of steps to establish new academic programmes. *Handläggningsordning för inrättande, nedläggning och vilande av ämnen/huvudområden på grund- och avancerad nivå vid Mittuniversitetet[15]* [Procedure for establishing, closing and suspending first-cycle and second-cycle subjects/main fields of study at Mid Sweden University] clarifies the division of responsibilities, decision-making processes and sequence of steps for establishing, closing and suspending subjects and main fields of study. Regulations are in place for the content of courses and programme syllabuses[16].

3.2.2 Third-cycle education

Clear criteria and processes for designing, establishing, following up and ending third-cycle subjects, programmes and courses are listed in the University's central regulations[17] and the faculties' rules and administrative procedures[18].

3.3 Ensuring access to skilled teachers[19]

Mid Sweden University ensures that all members of the teaching staff have both the scholarly and teaching expertise required. We apply fair and transparent processes for recruiting and training staff.

Systematic efforts to ensure access to expertise are aimed at establishing, applying and following up processes intended to attract, recruit, develop, retain and offboard staff[20]. The *Mid Sweden University Appointments Procedure[21]* establishes targets for recruitment of teachers (see also the faculties' procedure

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[15] MIUN 2021/2440
[16] MIUN 2021/795
[17] MIUN 2015/934
[18] NMT: MIUN 211/1240 and UFB 2002/42. HUV: MIUN 2010/598 and MIUN 2014/723
[19] ESG 1.5
[20] Mid Sweden University's staff website under "Manager support"
[21] MIUN 2020/2642

on ensuring access to skilled teachers). Rules and quality criteria for various positions and administrative procedures are in place.[22]

Mid Sweden University's appeal as an employer is essential in successfully attracting talented staff over the long term. The University works with strategic recruitment of skilled staff that includes recruitment plans and annual performance review. This is the responsibility of the relevant manager. The process of attracting talent is integrated into operational planning and budgeting to clarify the link between the position, strategy, objectives and staffing needs. The Division of Human Resources supports this work and provides appropriate templates for departments and divisions.

-The annual employee interview has a key role in both collaboration and access to expertise at Mid Sweden University. The employee interview is intended to result in a personal development plan based on the objectives and focus of the organisation and the employee's continuing professional development and skills acquisition.

Tools are provided to facilitate improvement of educational principles and encourage teachers to develop their role and their teaching. This is done to ensure professional and innovative teaching methods and supervision and that teachers are at the forefront of developments in teaching method and theory. Mid Sweden University applies an educational qualifications model[23] that expands incentives for teachers to improve their teaching skills.

3.4 Ensuring access to learning resources and student support[24]

Mid Sweden University ensures that appropriate learning environments are available, including infrastructure (teaching premises, information technology resources, laboratory settings, etc.) and student support (student health

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[22] Mid Sweden University's staff website
[23] MIUN 2017/2265
[24] ESG 1.6

service, study and career guidance, etc.). As part of its quality assurance system, Mid Sweden University ensures the availability of sufficient learning resources (language workshop, supervisor resources etc.). Using data collected from the quality assurance system, Mid Sweden University identifies development needs for the environments and services (infrastructure and learning resources) to support first-, second- and third-cycle students in attaining the intended learning outcomes.

The Department of Research and Educational Support, the Department of Infrastructure and the University Library play important roles in providing learning resources and student support. The University Library offers a well-functioning study environment for students and ensures that communication both on-site and digital provides effective and satisfactory support for students, staff and the public. The Department of Research and Educational Support is responsible for the advancement of teaching methodology and theory support aimed at teaching staff and offers training in information literacy for students. The department also owns the University's learning system (learning management system, student website, course evaluation tools and media portal).

4. Day-to-day quality assurance (Part 2)

Day-to-day quality assurance is systematic, i.e., it follows the improvement cycle (Figure 1), and is characterised by regular improvements in daily activities. As a result, quality assurance and enhancement do not need to be based on cyclical follow-ups and evaluations described in the chapter *Description of follow-up and evaluation activities*. Based on implemented activities, appropriate measures are regularly taken to improve and develop programmes and activities that create value for first-, second- and third-cycle students and for staff.

The annual call for proposals for special development projects is part of the effort to promote day-to-day quality assurance (*Allmänna lärosätesprojekt*,

ALP[25]). The projects, which aim to promote improvements at Mid Sweden University, can serve as pilots or preliminary studies for wider use at the University.

4.1 Student-centred learning, teaching and assessment[26]

Mid Sweden University ensures that all education encourages first-, second- and third-cycle students to take an active role in learning processes and that this is reflected in their performance. Every first-, second- and third-cycle student is provided equal opportunities and conditions for completing the programme within the planned programme period. The Education Council, the councils for first-, second- and third-cycle education, the Research Council, the councils for third-cycle education, the advisory councils and the subject teaching staff are important bodies for quality assurance and improvement in this area.

Rules for examinations, legal rights, requirements for examiners, rules for changing examiners and rules for grades, assessment and re-examination for first- and second-cycle education are described in the governance document *Rules for examinations*[27]. Key components of third-cycle education include regular collegial review of third-cycle student work and progression and collegial discussions on the quality of supervision, such as through supervisor groups.

[25] MIUN 2018/715
[26] ESG 1.3
[27] MIUN 2020/1174

4.2 Admission of students, progression, issuing of degree certificates[28]

Mid Sweden University consistently applies predefined and published rules that apply to the entire programme period, i.e., admission, progression, and recognition and issuing of degree certificates.

4.2.1 First- and second-cycle education

Procedures for admission of students, progression and recognition and issuing of degree certificates are regulated in *Mid Sweden University's first- and second-cycle admission regulations*[29], *Mid Sweden University's System of Qualifications*[30] and in the regulations concerning credit transfer[31], independent work[32] and grading criteria[33].

4.2.2 Third-cycle education

Admission-related procedures follow the *Admission regulations for third-cycle education at Mid Sweden University*[34]. Each faculty also has guidelines, checklists and administrative procedures for third-cycle education and supervision, for individual study plans and for the public defence of doctoral theses and licentiate seminars.[35]

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[28] ESG 1.4

[29] MIUN 2017/2290

[30] MIUN 2007/373

[31] MIUN 2016/2106

[32] MIUN 2012/403 and related faculty administrative procedures

[33] MIUN 2005/1086 and MIUN 2020/2717

[34] MIUN 2007/503

[35] Mid Sweden University's staff website under *Third-cycle education*

4.3 The research basis of the education

The research basis of the education, which is regulated in the Higher Education Act[36] and is confirmed with the establishment of the education, is central for day-to-day development and renewal.[37]

Mid Sweden University ensures that all first- and second-cycle education is closely linked to current research, that students gain insight through their education into ongoing research and that they adopt a research approach. To this end, teachers are encouraged to actively engage in research and to take a scientific approach in their teaching. Strengthening and highlighting the connection between research and education and devoting special care to professional programmes and training is one of the stated objectives of the *Mid Sweden University Strategy 2019–2023*.

Instruction at Mid Sweden University is based on the latest education research and science-based learning approaches.

5. Quality follow-ups (Part 3)

Quality follow-up refers to a measurement or investigation that collects and compiles information about a particular activity or the outcome of conducted activities. Quality follow-ups are less extensive than quality evaluations, and the method rarely includes self-evaluation or external assessment.

Mid Sweden University collects, analyses and uses relevant information to ensure effective management of programmes and activities.[38] These measurements and follow-ups can be both quantitative and qualitative. This includes course evaluations, follow-up of programmes and study performance, analytical reports, surveys and University-wide indicators as well as follow-ups in connection with discussions in the faculties and

[36] Higher Education Act SFS 1992:1424
[37] MIUN 2015/817
[38] ESG 1.7 and 1.9

administration, departments and subjects (see the activity descriptions in the chapter *Description of follow-up and evaluation activities*).

6. Quality evaluations (Part 4)

Quality evaluation refers here to a relatively comprehensive examination of an activity, and the method usually includes self-evaluation and external assessment. This includes methods for evaluating the results of quality assurance efforts and to review the quality of research. The evaluations can be either self-initiated or initiated externally (see part 4 in Figure 2).

6.1 Self-initiated evaluations

Under the name Treklövern ("Three-leaf Clover"), Mid Sweden University, together with Karlstad University and Linnaeus University, has created a joint system for regular evaluation of all their programmes and courses.[39]The evaluations include first- and second-cycle education and replace educational evaluations by the Swedish Higher Education Authority (UKÄ) for those educational programmes not covered by UKÄ's six-year cycle. The evaluations are conducted with special assessment panels of external experts, students, teacher representatives from each university and labour market representative, and with assessment criteria derived from European Standards and Guidelines (ESG), the Higher Education Act, the Higher Education Ordinance and the criteria proposed by the expert panel from the Association of Swedish Higher Education Institutions (SUHF) in 2014[40]. In addition to these, Mid Sweden University can initiate other evaluations as needed.

Treklövern includes systematic follow-ups of the three areas covered by UKÄ's national quality system – gender equality, the labour market and collaboration – as well as the student perspective.

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[39] MIUN 2018/1289

[40] Expert panel for quality assurance issues, final report 2014–2015, annex: *Om lärosätens rätt att ansvar för utbildningsutvärderingarna i ett nationellt kvalitetssystem* [On the right of higher education institutions to lead programme reviews in a national quality assurance system], http://www.suhf.se/publicerat/rapporter

All third-cycle education is evaluated according to special procedures in connection with the recurring research evaluations. The model for evaluating the third-cycle education is based on self-evaluation, other relevant data and site visits by external expert panels. This evaluation includes the perspectives gender equality, working life, collaboration, and the perspective of third-cycle students (the doctoral student perspective, as it is called in UKÄ's quality assurance system).

6.2 Evaluations initiated externally

UKÄ conducts most evaluations initiated externally following an established schedule. UKÄ's national review assignment includes a selection of first-, second- and third-cycle programmes; thematic evaluations; applications for degree-awarding powers; and evaluations of quality assurance efforts by higher education institutions. The programmes included in UKÄ's evaluations are not normally included in Treklövern's six-year evaluation cycle.

7. Procedures for consultation and communication (Part 5)

Various communication initiatives are needed to ensure quality assurance efforts are successful and appropriate. Planned or implemented measures resulting from a follow-up or evaluation are communicated to all relevant parties (see also the chapter *Description of follow-up and evaluation activities*). A communication plan is drawn up for this. The plan defines the stakeholders, the most important strategic choices and the channels to be used. All communications are to comply with the guidelines found in Mid Sweden University's communications policy.[41] The policy specifies what applies to internal and external communications and the communication responsibilities of both staff and specific roles and functions. Some of the initiatives within the framework of Mid Sweden University's quality assurance, such as the Treklövern collaboration and evaluations of the University's research, have

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[41] MIUN 2019/180

their own communication plans. Outcomes from course or programme evaluations are always communicated to the students. Students are also informed about planned or implemented measures for improvement.

7.1 Consultations that promoting quality

University management and the deans are responsible for holding structured operational consultations each semester; comprehensive vice-chancellor consultations with the faculties and administration; dean consultations with the faculties' departments; and administration manager consultations with the administrative departments. Heads of departments are responsible for consulting with representatives of the staff organisation.

Where appropriate, operational consultations address the activities covered by the quality assurance system, including forecasts, outcomes and results as well as identified challenges and needs for improvement. The discussions are described in *Mid Sweden University's governance model*.[42]

7.2 Information for the public[43]

Mid Sweden University is highly transparent and provides regular updates on the University's quality assurance efforts. In addition, the information Mid Sweden University publishes about its activities and operations is clear, accurate, objective, up-to-date and accessible. This information explains what programmes are offered, admission requirements and any selection criteria, intended learning outcomes, course literature, the degrees awarded, and the teaching, learning and assessment methods used. Information about the labour market for recent graduates is also provided. Most of this information is available on the student website and in searchable course and programme syllabuses.

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[42] MIUN 2019/1118
[43] ESG 1.8

8. Procedures for development and renewal (Part 6)

The final stage of the improvement cycle, the learning step of Figure 1, aims to ensure that results from follow-ups, evaluations and other quality assurance lead to improvements and renewal of research and the development of applied approaches. This means allocating resources to more extensive improvement measures, adding relevant tasks to the operational plan for Mid Sweden University and faculty activity plans, and linking measures back to the improvement cycle, resulting in follow-up and development of *Starting points for quality assurance* (part 1 of Figure 2). See also the specific procedures for each activity in the chapter *Description of follow-up and evaluation activities*. Minor improvement measures, i.e., measures that do not require specific operational assignments or specific budgetary frameworks, are implemented within the framework of regular activities. All improvement measures are linked to starting points and conditions (part 1) to allow follow up and updating as necessary.

Figure 3 Procedures for the improvement and renewal of research in relation to the parts of the quality assurance system in Figure 2.

9. Description of follow-up and evaluation activities

The quality follow-ups and quality evaluations regulated below are among the most important components of quality assurance at Mid Sweden University. For the activities, the relevant education cycle (first (G), second (A)

and third (F)) and follow-up intervals are listed. Additional follow-ups are regulated locally.

9.1 Education-based quality follow-ups

9.1.1 Quality follow-up at course level (each study period) first (G), second (A) and third cycle (F)

Part of follow-up	Description
Purpose	Follow up how students perceive the quality of courses and identify areas for improvement.
Responsible function(s)	Course coordinator
Implementation	All courses are evaluated at the end of the course. The evaluations include both central questions that measure quality over time, equal opportunities to participate and course-related questions. Communication is in both Swedish and English through a University-wide system. In addition to course evaluations, "mid-term evaluations" are recommended where possible. For third-cycle courses, course evaluations are conducted in different ways, such as through survey tools or in discussion forums.
Stakeholders	Undergraduates, third-cycle students, programme coordinators, directors of studies, teachers, subject teaching staff, third-cycle teaching staff and heads of departments
Discussions and communication	A summary is sent to heads of department, who distribute them to the course coordinator. The course coordinator is then responsible for communicating the results to the students (both those who have completed the course evaluation and new students enrolled in the course) and for

Part of follow-up	Description
	ensuring that the results are added to the systematic quality assurance measures. The summary is available for teachers on the relevant course page in Moodle, where they can add comments. For third-cycle courses, feedback is given directly to third-cycle students. Course evaluations can also be included in the discussions that the Education Council has with the third-cycle subject areas individually and in groups.
Improvement and renewal	Improvement measures are discussed and prepared among the subject teaching staff and the third-cycle teaching staff, respectively. Identified improvement measures are implemented according to the process in Figure 3.
Additional reading	See procedures for course evaluations on Mid Sweden University's staff website.

9.1.2 Quality follow-up at programme level (1-year and 3-year cycles, respectively)[44] first and second cycle

Part of follow-up	Description
Purpose	Follow up programme quality and identify areas for improvement.
Responsible function(s)	HUV: Programme coordinators Faculty of Science, Technology and Media: The Education Council for First- and Second-level Studies (GRUR)

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[44] According to each faculty's procedures

Part of follow-up	Description
Implementation	HUV: Annual follow-up at programme level conducted Faculty of Science, Technology and Media: Clustered follow-up every three years is conducted at faculty level
Stakeholders	Students, teachers, departments, faculties and Mid Sweden University's Education Council.
Discussions and communication	The results are discussed among subject teaching staff, advisory councils and the Education Council for first- and second-cycle levels (GRUR for the Faculty of Science, Technology and Media), where students are represented.
Improvement and renewal	Improvement measures are decided in advisory councils and subject teaching staff groups (Faculty of Human Sciences) and faculties, programme councils and subject teaching staff (Faculty of Science, Technology and Media) and are added to operational planning.
Additional reading	See the document *Evaluation of education* (Faculty of Science, Technology and Media)[45]

9.1.3 Follow-up of individual study plans (one-year cycle), third cycle

Part of follow-up	Description
Purpose	Follow-up of doctoral student study plan, including study results and progression.
Responsible function(s)	Respective council for third-cycle education (FUR and RUF)

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[45] MIUN 2017/2405

Part of follow-up	Description
Implementation	Review of updated study plans, feedback and approval according to established procedures.
Stakeholders	Supervisors, third-cycle students, heads of department and the third-cycle teaching staff.
Discussions and communication	Mainly written feedback from the council to the principal supervisor/research teaching staff.
Improvement and renewal	Reasons for any deviations are discussed and measures are decided upon.
Additional reading	See Mid Sweden University's web pages for third-cycle education.

9.1.4 Quality follow-up of complementary courses (one-year cycle), first and second cycle

Part of follow-up	Description
Purpose	Check to see that the education meets the requirements of the Higher Education Act.
Responsible function(s)	HUV: Education Council for first- and second-cycle education
Implementation	Faculty of Human Sciences: Annual follow-up of selected courses. The course coordinator submits a simple self-evaluation, including a syllabus to GRU, which reviews the documentation.
Stakeholders	Students, teachers, departments and faculties, Mid Sweden University's Education Council

Part of follow-up	Description
Consultation and communication	The results are discussed in GRU, where students are represented.
Improvement and renewal	Recommendations for revisions are sent to the subject.
Additional reading	

9.2 Quality follow-up at central level

9.2.1 Analytical reports (2–3 times a year), first and second cycle

Part of follow-up	Description
Purpose	The analytical reports are intended to compile important information for managers and staff by monitoring national and international developments and internal data analysis.
Responsible function(s)	Vice-Chancellor's Office
Implementation	Each analytic report has a special theme. The theme for the forthcoming report is discussed in the University Management Council. The analyses are mainly done using trendspotting and the LISA management information system and are published in report form.
Stakeholders	University Management Council and university managers. Depends on the theme.
Consultation and communication	The reports are presented and discussed with all managers. All reports are posted on the staff website. Analysis reports can also be used for organisational consultations, depending on the theme.

Part of follow-up	Description
Improvement and renewal	The reports provide data for the day-to-day quality assurance efforts at University, faculty and department levels.
Additional reading	Mid Sweden University's staff website Follow-up.

9.2.2 University-wide indicators (one-year cycle), first, second and third cycles

Part of follow-up	Description
Purpose	The indicators form a basis for analysis of and discussion about the direction of the organisation. The indicators are intended to clearly identify which aspects of the organisation may need special attention.
Responsible function(s)	Vice-Chancellor's Office
Implementation	The follow-up consists of regular measurement and analysis of changes for several key factors that are of central importance for the direction of the organisation and the University. The key factors are derived from the results that Mid Sweden University's organisation intends to achieve according to the strategy and in other respects are based on the organisation's need for follow-up resulting from the organisational consultations: • Appeal • Relevance • Quality • Sustainable Development

Part of follow-up	Description
Stakeholders	The University Board, students, University Management, Mid Sweden University's Education Council and Research Council, faculties and administration.
Consultation and communication	The indicators are not governing but they do serve as a basis for analysis and discussions within the framework of organisational consultations, among others. Their primary contribution to improvement of operations is the analysis of what the indicator values say about our organisation.
Improvement and renewal	The organisational consultation allows the reaching of agreement on how to centrally support development at locally in the organisation, while locally contributing to achieving the overall objectives. Management groups then discuss these from a holistic perspective for the University.
Additional reading	Mid Sweden University's governance model MIUN 2019/1118 and Mid Sweden University's staff website Follow-up.

9.2.3 Follow-up of the psychosocial work environment of third-cycle students (two-year cycle), third cycle

Part of follow-up	Description
Purpose	To provide information about the work environment and documentation for decision-making to improve procedures for systematic health and safety management.
Responsible function(s)	Heads of departments
Implementation	The staff survey is conducted in collaboration among employers, labour unions and safety representatives. All staff, including third-cycle students, are invited to fill in an

Part of follow-up	Description
	online survey covering five areas: organisation, climate, leadership, physical work environment, and goals and visions. The follow-up cycle described here includes only the answers from third-cycle students. Responses from the third-cycle students can be followed up as a specific group in the staff survey.
Stakeholders	Heads of departments, third-cycle teaching staff, directors of studies, FUR/RUF.
Consultation and communication	Each head of department communicates the results to local safety representatives and union representatives in local liaison groups. The results are then presented to all staff and are included as part of the organisational consultations. The overall results from completed work environment surveys are published on the staff website.
Improvement and renewal	The results are used to draw up action plans and to allocate resources for improvement measures in the work environment.
Additional reading	See Mid Sweden University's staff website under Procedures for systematic health and safety management.

9.2.4 Student survey (two-year cycle)[46], first and second cycle

Part of follow-up	Description
Purpose	The survey is conducted every two years or, if necessary, on behalf of the Education Council.

[46] The student survey will be conducted for the first time in the spring of 2021 and will replace the Satisfied Student Index and the library survey.

Part of follow-up	Description
	The purpose is to identify possible areas for improvement to ensure that infrastructure, student support and learning resources are appropriate for students and that students can participate on equal terms. The purpose is also to understand how much students feel they can influence the programme and their study situation and to identify any related areas for improvement.
Responsible function(s)	The Education Council with the support of the Vice-Chancellor's Office
Implementation	The survey is sent via e-mail to all students enrolled in a course at Mid Sweden University using a survey tool. The results are compiled in a report that is shared with the Education Council, the Research Council, faculties and the administration. The result can be sorted based on the faculty, type of education and campus.
Stakeholders	Students, the Education Council, the Library Council, the administration's management team, staff, faculties including GRU/GRUR, departments and divisions.
Consultation and communication	The results are presented and analysed in the Education Council, the Library Council and the administration's management team. The report is published on the staff website and the student website.
Improvement and renewal	Identified improvement areas and suggestions for activities are compiled and addressed in organisational consultations

Part of follow-up	Description
	and the University Management Council for future operational planning.
Additional reading	Results are presented on the staff website under [Follow-up]().

9.2.5 Questionnaire for third-cycle students (two-year cycle)[47], third cycle

Part of follow-up	Description
Purpose	The survey is conducted every two years, or if necessary, on behalf of the Research Council. The purpose is to identify possible improvement areas to ensure that infrastructure, support and learning resources are appropriate for third-cycle students and that third-cycle students can participate on equal terms. The purpose is also to understand how much third-cycle students feel they can influence their education and their study situation and identify any related improvement areas. The survey complements the staff survey.
Responsible function(s)	The Research Council with support of the Vice-Chancellor's Office
Implementation	The questionnaire is sent out via e-mail to those actively involved with Mid Sweden University through a survey tool. The results are compiled in a report that is shared with the Research Council, the Education Council, faculties and the administration.

[47] Plans call for the survey to be conducted for the first time in the spring of 2022.

Part of follow-up	Description
	The result can be sorted based on the faculty.
Stakeholders	Research students, the Research Council, the Education Council, the Library Council, the administration's management team, staff, faculties, departments, FUR/RUF and departments.
Consultation and communication	The results are presented and analysed in the Research Council, the Education Council, the Library Council and the administration's management team. The report is published on the staff website and the student website.
Improvement and renewal	Identified improvement areas and suggestions for activities are compiled and addressed in organisational consultations and the University Management Council for future operational planning.
Additional reading	Results are presented on the staff website under Follow-up.

9.2.6 Internal follow-up of the quality assurance system (three-year cycle), first, second and third cycle

Part of follow-up	Description
Purpose	Follow up compliance and how well the quality assurance system functions.
Responsible function(s)	The Education Council with the support of the Vice-Chancellor's Office
Implementation	Identify completed activities and conduct interviews with selected functions.

Part of follow-up	Description
Stakeholders	Students and third-cycle students, University Management, Mid Sweden University's Education Council and Research Council, faculties, departments and divisions.
Consultation and communication	The results of the follow-up are presented and analysed in the Education Council. Consultations on the results are also conducted with pro-vice-chancellors. A summary of the follow-up is published on the staff website and the student website.
Improvement and renewal	Improvement measures are identified for methodologies and methods and how well they are complied with. Revisions to the quality assurance system are made as needed.
Additional reading	The identified measures are published in a final report, which is found in the journal.

9.4 Self-initiated quality evaluations[48]

9.4.1 Evaluation of third-cycle subjects (six-year cycle), third cycle

Part of follow-up	Description
Purpose	To continuously ensure and improve the quality of third-cycle education.
Responsible function(s)	The Research Council and the respective councils for third-cycle study courses and programmes (FUR, RUF).
Implementation	Evaluation of third-cycle programmes is conducted in connection with the Assessment of Research Co-production (ARC), allowing it to be coordinated. The evaluation is based on UKÄ's assessment criteria for third-cycle courses and programmes.
Stakeholders	Third-cycle students, the Research Council, faculties, departments and third-cycle subjects.
Consultation and communication	The results are presented and discussed in the respective councils and faculty boards and with each subject. The overall results are discussed in the Research Council and the Management Council.
Improvement and renewal	The relevant faculty and subject discuss the necessary improvement measures, and measures are then adopted, implemented and followed up.
Additional reading	Contact the appropriate council officer for further information.

[48] ESG 1.9 and 1.10

9.4.3 Course and programme evaluations conducted by Treklövern (six-year cycle) 49, first and second cycle

Part of follow-up	Description
Purpose	To continuously ensure and improve the quality of all first- and second-cycle education and to strengthen mutual learning about quality assurance efforts among Treklövern's higher education institutions.
Responsible function(s)	Treklövern's management team
Implementation	Through external assessors using a process based on the ESG criteria and including the higher education institutions' self-evaluations, site visits and review of independent work.
Stakeholders	Students, University Management, faculties including GRU/GRUR, Mid Sweden University's Education Council, relevant departments and subject teaching staff and the public.
Consultation and communication	See the process description for handling Treklövern's reports and Treklövern's communication plan.
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See the Treklövern evaluation system, the process map *Rapportens väg genom MIUN* [The report's path through MIUN], final reports and other documentation on Mid

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[49] Refers to courses and programmes (excluding complementary courses) that are not covered by UKÄ's programme reviews.

| | Sweden University's website, [Programme evaluations within Treklövern](#). |

9.4.4 Treklövern follow-up (three-year cycle, full time and half time), first and second cycle

Part of follow-up	Description
Purpose	The purpose of the follow-up is to evaluate how the Treklövern evaluations work. The purpose is to highlight what works and to identify possible areas for improvement.
Responsible function(s)	Treklövern's management team
Implementation	The evaluation is conducted using a web survey in which individuals from evaluated courses and programmes can share their experiences of Treklövern.
Stakeholders	Students, University Management, faculties including GRU/GRUR and FUR/RUF, Mid Sweden University's Education Council and Research Council, relevant departments and subject teaching staff and the public.
Consultation and communication	See the process description for handling Treklövern's reports and Treklövern's communication plan.
Improvement and renewal	The follow-up serves as a basis for continued improvements to Treklövern.
Additional reading	[Treklövern half-time follow-up: Main report](#)

9.4.6 Follow-up of three educational perspectives

Treklövern also includes systematic follow-ups of the three areas covered by UKÄ's national quality assurance system: gender equality, the labour market and collaboration, and the student perspective.

Follow-up of the labour market and collaboration perspective is also included in the follow-up *Evaluation of Education* conducted by the Faculty of Science, Technology and Media.

For third-cycle students, the three areas are covered by UKÄ's national quality assurance system (gender equality, labour market and collaboration, and doctoral students' perspectives) using special procedures during the regular research evaluations.

9.4.6.1 Treklövern – Follow-up of work with gender equality, first and second cycle

Part of follow-up	Description
Purpose	The perspective of gender equality between men and women is ensured and integrated into Mid Sweden University's educational programmes in both design and implementation.
Responsible function(s)	Appointed assessment panel from Treklövern
Implementation	Through external assessors using a process based on the ESG criteria and including the higher education institutions' self-evaluations, site visits and review of independent work.
Stakeholders	Students, University Management, faculties including GRU/GRUR, Mid Sweden University's Education Council, relevant departments and subject teaching staff.

Part of follow-up	Description
Consultation and communication	See the process description for handling Treklövern's reports and Treklövern's communication plan.
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See the Treklövern evaluation system, the process map *Rapportens väg genom MIUN* [The report's path through MIUN], final reports and other documentation on Mid Sweden University's staff website, Programme evaluations within Treklövern.

Follow-up of gender equality efforts does not, however, include the perspective of equal opportunities. An obvious and fundamental principal for the organisations and activities at Mid Sweden University is the equality of all people. Both staff and students are to be treated with respect and dignity, and accommodations for differences made to foster an individual's opportunities for work and study. This applies regardless of gender, gender identity or gender expression, ethnicity, religion or other beliefs, disability, sexual orientation and age. Equal opportunities to participate is followed up in course evaluations, the student survey and the survey of third-cycle students.

9.4.6.2 Treklövern – Follow-up of work with the labour market and collaboration, first and second cycle

Part of follow-up	Description
Purpose	Ensure that Mid Sweden University's course and programmes and their content are useful for students and society.

Part of follow-up	Description
Responsible function(s)	Appointed assessment panel from Treklövern
Implementation	Through external assessors using a process based on the ESG criteria and including the higher education institutions' self-evaluations, site visits and review of independent work.
Stakeholders	Students, University Management, faculties including GRU/GRUR, Mid Sweden University's Education Council, relevant departments and subject teaching staff and the public.
Consultation and communication	See the process description for handling Treklövern's reports and Treklövern's communication plan.
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See the Treklövern evaluation system, the process map *Rapportens väg genom MIUN* [The report's path through MIUN], final reports and other documentation on Mid Sweden University's internal website, Course and programme evaluations within Treklövern.

9.4.6.3 Treklövern – Follow-up of work with the students' perspective, first and second cycle

Part of follow-up	Description
Purpose	Ensure student opportunities and potential to influence the planning, implementation and follow-up of Mid Sweden University's courses and programmes.

Part of follow-up	Description
Responsible function(s)	Appointed assessment panel from Treklövern
Implementation	Through external assessors using a process based on the ESG criteria and including the higher education institutions' self-evaluations, site visits and review of independent work.
Stakeholders	Students, University Management, faculties including GRU/GRUR, Mid Sweden University's Education Council, relevant departments and subject teaching staff and the public.
Consultation and communication	See the process description for handling Treklövern's reports and Treklövern's communication plan.
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See the Treklövern evaluation system, the process map *Rapportens väg genom MIUN* [The report's path through MIUN], final reports and other documentation on Mid Sweden University's internal website, Programme evaluations within Treklövern.

9.4.6.4 Evaluation of education – work with the labour market and collaboration)
(one-year and three-year cycles, respectively)[50], first and second cycle

Part of follow-up	Description
Purpose	Follow up programme quality and identify areas for improvement.
Responsible function(s)	The Education Council for First- and Second-level Studies (GRUR)
Implementation	Clustered follow-up every three years conducted at the faculty level. Several questions related to external factors (the sub-criteria: public benefit and collaboration with external parties) are to be answered.
Stakeholders	Students, teachers, departments and faculties, Mid Sweden University's Education Council
Consultation and communication	The results are discussed among subject teaching staff, advisory councils and GRUR, where students are represented.
Improvement and renewal	Improvement measures are decided by the faculty, advisory councils and subject teaching staff and are introduced in the operational planning.
Additional reading	See the document *Evaluation of education* (Faculty of Science, Technology and Media)[51]

[50] According to each faculty's procedures
[51] MIUN 2017/2405

9.5 Externally initiated quality evaluations[52]

Mid Sweden University regularly undergoes external quality assurance that is in line with ESG. These evaluations are initiated by UKÄ and are currently conducted according to a six-year cycle. A process description for all evaluations conducted by UKÄ can be found in the *Handläggningsordning för UKÄ-granskningar vid Mittuniversitetet* [Administrative procedures for UKÄ reviews at Mid Sweden University][53].

9.5.1 Programme reviews, UKÄ (six-year cycle), first, second and third cycle

Part of follow-up	Description
Purpose	To verify that the programmes meet the legal and regulatory requirements and ESG criteria.
Responsible function(s)	The person in charge is appointed by the relevant faculty.
Implementation	Refers to a selection of programmes according to UKÄ's evaluation model.
Stakeholders	First-, second- and third-cycle students, University Management, Mid Sweden University's Education Council and Research Council, faculties, departments, subject teaching staff and the public.
Consultation and communication	Reports are published through UKÄ. The internal communication process adheres to the procedures in *Handläggningsordning för UKÄ-granskningar vid Mittuniversitetet* [Administrative procedures for UKÄ reviews at Mid Sweden University][54]

[52] ESG 1.10
[53] MIUN 2018/1789
[54] MIUN 2018/1789

Part of follow-up	Description
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See UKÄ's website and Mid Sweden University's webpage for quality assurance.

9.5.2 Thematic evaluations, UKÄ (six-year cycle)

Part of follow-up	Description
Purpose	To contribute knowledge and national comparisons of the higher education institutions' work with the fields in question.
Responsible function(s)	Coordination takes place through the Vice-Chancellor's Office. The person in charge is appointed based on the theme of the thematic evaluation.
Implementation	Refers to a selection of thematic areas according to UKÄ's six-year plan and with a process established by UKÄ.
Stakeholders	University Management, Mid Sweden University's Education Council and Research Council, faculties, departments, divisions, subject teaching staff and the public.
Consultation and communication	Reports are published through UKÄ. The internal communication process adheres to *Handläggningsordning för UKÄ-granskningar vid Mittuniversitetet* [Administrative procedures for UKÄ reviews at Mid Sweden University].

Part of follow-up	Description
Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See UKÄ's website and Mid Sweden University's webpage for quality assurance.

9.5.3 Evaluation of the quality assurance system, UKÄ (six-year cycle)[55], first, second and third cycle

Part of follow-up	Description
Purpose	The evaluation aims to verify that the higher education institutions' quality assurance processes ensure high quality in educational programmes and contribute to improving the quality of the higher education institution.
Responsible function(s)	Coordinated via the Vice-Chancellor's Office
Implementation	According to UKÄ's model and schedule.
Stakeholders	University Management, Mid Sweden University's Education Council and Research Council, faculties, departments, divisions, subject teaching staff and the public.
Consultation and communication	Reports are published through UKÄ. The internal communication process adheres to *Handläggningsordning för UKÄ-granskningar vid Mittuniversitetet* [Administrative procedures for UKÄ reviews at Mid Sweden University].

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[55] ESG 1.10

Improvement and renewal	Improvement and development activities are allocated resources and implemented according to the process description in Figure 3.
Additional reading	See [UKÄ's website](#) and Mid Sweden University's webpage for [quality assurance](#).