



Faculty Board

Guidance on grounds for assessment in reviewing new programmes for establishment, and instructions for the assessment group

Proposals for new study programmes are to be reviewed according to the *University's Management rules for the establishment and discontinuation of study programmes at Lund University*¹; the faculty's steering document *Management rules for the establishment, revision and discontinuation of study programmes at the Faculty of Social Sciences*² specifies in more detail what procedures apply at the Faculty of Social Sciences.

When a new study programme is to be reviewed for establishment, the department/working group is to compile a written document on the grounds for assessment, on which an external assessment group will base its judgement. The document on the grounds for assessment is to follow the conditions and aspects stated in the Management rules for the establishment and discontinuation of study programmes at Lund University. The document is to contain a written account of the conditions and aspects, as well as a preliminary programme syllabus. The external assessment group is to assess the programme proposal on the basis of the conditions and aspects described in the document on the grounds for assessment.

¹ Management rules for the establishment and discontinuation of study programmes at Lund University, Reg. no STYR2018/1724

² Management rules for the establishment, revision and discontinuation of study programmes at the Faculty of Science, Reg. no STYR 2019/1825

The present document contains guidance for the department/working group drawing up the documentation for the assessment group, as well as instructions for the assessment group itself.

Guidance on documentation for assessment

The conditions for starting and running the study programme are to be described in a written document of basic information and a description of a number of aspects.

Basic information

Programme title, including English translation

Degree title, including English translation

Scope in higher education credits

Information on the programme's main field of study

Information on whether the programme is full-time or part-time and any other vital information e.g. where it will be taught and whether there are elements of distance learning

Information on the programme's main language of instruction

Information on whether the programme is to be offered as a joint programme with other faculties or higher education institutions.

It is advisable to summarise the basic information clearly in a table.

Aspects

1. Rationale for the programme
 - a. The purpose/reason for the establishment of the programme. Provide a clearly formulated purpose for the programme and a justification for its establishment from the faculty's perspective.
 - b. The place of the programme in the complete range of programmes offered at the University. State the programme's place in the complete range of programmes offered at the faculty and the University.

Overlaps with other programmes and the risk of competitive situations are to be accounted for. In cases where the programme is adjacent to other programmes, there is to be a description of whether/how these will collaborate with each other, e.g. through joint study. Also report any similar programmes nationally and internationally.

- c. The connection to student demand, societal needs/labour market. Report on demand from students and the needs of society and the labour market. For example, interviews can be conducted with labour market representatives. Account for the opportunities to reinforce links to the labour market during the course of the programme and any collaboration with potential employers. Present an analysis of society's future needs for people with the training in question and the conditions for recruiting students both nationally and internationally.

2. Learning outcomes and content

- a. Conditions for the actual credits awarded to correspond to the intended learning outcomes and qualitative targets, including progression. Describe the link between learning outcomes, qualitative targets, learning activities and assessment as well as progression and the preliminary programme structure with elective and compulsory courses and, where applicable, the need for new courses. Account for prior knowledge requirements.
- b. Conditions for the study programme to be based on research and/or artistic foundations and proven experience (disciplinary foundation) and for the teaching to be conducted so that there is a close connection between research and education. Specify how the programme's subject area is linked to current research and how the programme will be designed to

rest on a research foundation and proven experience, and how it will be run so as to ensure a close connection between research and education.

- c. Conditions for the study programme to offer student-centred learning. Describe how the programme's design and implementation will promote student learning and take account of students' circumstances. Account for the programme's educational concept/strategy.

3. Structure of the study programme

Start by presenting the programme structure in graphic form as a matrix. Highlight courses in the first and second cycles in different ways. Also highlight any new courses to be created for the programme as well as elective and compulsory courses. Illustrate any possible specialisations within the programme. If the programme is to be offered in English, describe the conditions for this.

- a. Possibilities for progression to the next education cycle. Account for the conditions for graduates from the programme to continue on to the next cycle of study, e.g. the Master's level or research studies both within Lund University and at other higher education institutions.
- b. Conditions for placements, where relevant. Describe the opportunities for internships and placements where relevant for the programme. Account for any existing or planned collaborations and agreements. Describe the opportunities for external supervision in any placement components of the programme.

4. Teaching staff

- a. Teaching staff, including supervisors, are to have appropriate expertise in teaching and learning in higher education, in subject didactics and in other

relevant fields. Provide a list of teaching staff including relevant expertise. Account for opportunities for educational development and research. State the number of qualified or excellent teaching practitioners (ETP) among teaching staff.

- b. There is to be sufficient teaching capacity. Account for teaching staff capacity and whether there is a need for recruitment.

5. Other resources

- a. Planned scaling and financing of the study programme. Describe the planned scale of the programme in the form of annual study places. Describe the financial scope, including a description of available FTEs/distribution of FTEs. For international Master's programmes, this also includes a realistic assessment of the expected number of fee-paying students. This type of assessment can be based on e.g. surveys of other very similar programmes in Sweden or abroad. If several departments are to collaborate on the programme, account for how this collaboration, including administrative support, is to be arranged.
- b. Stability and long-term perspective of the study programme. Describe how the programme is to work over time and any potential for development to adapt to changing circumstances.
- c. Well-functioning support services, infrastructure and study environment. Describe support activities, infrastructure and study environment, e.g. the premises required and the need for reinforcements in administration or programme organisation. Account for how students will be supported through the programme.

6. Continuous follow-up and evaluation of the study programme

- a. Describe how evaluation and continuous improvement of the programme will be achieved, in particular how the quality of the programme's course syllabi and other policy documents will be assured. Account for how the forms of follow-up and evaluation are linked to Lund University's policy for quality assurance and quality enhancement.

7. Student influence in the planning, implementation and follow-up of the study programme

- a) Describe how the students' perspective is taken into account in planning, implementation and follow-up of the programme and the courses included. Account for how course evaluations will be compiled and reported back to students and how students will have an active role in the development of the programme, and how student influence is ensured.

8. Internationalisation and international perspectives are promoted in the study programme

- a. Describe international perspectives in the programme and how it promotes internationalisation. Account for internationalisation "at home". Describe any collaborations with international higher education institutions, both those involving teaching staff and students and in terms of language of instruction and how information is to be accessible to all students.

9. Gender equality and equal opportunities perspectives are integrated in the study programme

- a. Describe how these perspectives are integrated in the study programme, e.g. through course components, learning outcomes, required reading and/or form(s) of tuition.

10. Disciplinary perspectives on sustainable development are promoted in the study programme

- a. Describe how subject-relevant perspectives on sustainable development are promoted in the study programme, e.g. through course components, learning outcomes, required reading and/or form(s) of tuition.

Other documentation (e.g. material to include to the extent it is relevant)

- Survey results
- Intelligence analysis
- Statistics (The Swedish Higher Education Authority's statistics database, statistics from industry organisations)
- Laws and ordinances
- Letters of support from potential employers and industry

Instructions for the assessment group – External assessment for the establishment of new degree programmes

All new degree programmes in the first and second cycles must undergo an establishment review before they can be approved at Lund University and opened for admission. The establishment process is part of the *Policy for quality assurance and quality enhancement of education at Lund University (Reg. no STYR 2016/179)*.

The external assessment group is to assess the ten aspects set out in the present instructions, which correspond to the Management rules for the establishment and discontinuation of study programmes at Lund University (Reg. no STYR 2018/1724) and constitute conditions for establishing the programme:

1. Rationale for the programme
2. Learning outcomes and content
3. Structure of the programme
4. Teaching staff
5. Other resources
6. Continuous follow-up and evaluation of the study programme
7. Student influence in the planning, implementation and follow-up of the study programme
8. Internationalisation and international perspectives in the study programme
9. Gender equality and equal opportunities perspectives in the study programme
10. Disciplinary perspectives on sustainable development in the study programme

The assessment group determines whether the conditions are met to launch a new programme on the basis of the stated aspects. A written document describing all the aspects forms the basis for

the assessment group's position. An on-site visit/digital meeting with interviews is also to be conducted to enable the group to check details and gain more information on the conditions for starting and running the programme. During the visit on location, the assessment group is to be given the opportunity to meet people in management roles, teaching staff, administrative staff and students.

The assessment group is to write a statement in which each aspect is assessed separately and stating whether each aspect is judged to be satisfactory or unsatisfactory. A collective assessment is also to be expressed as satisfactory or unsatisfactory. The statement can usefully provide suggestions for improvement or changes to the programme.

Aspects to be assessed in the programme proposal

1. Rationale for the programme

- a. Is the purpose of the programme well formulated and the rationale for its establishment clear and reasonable?
- b. Does the programme fit into the range of courses and programmes offered at Lund University and the Faculty of Social Sciences? Have potential synergies and risks of competition with other programmes been analysed?
- c. Will the programme meet the needs of society and the labour market? Will it be attractive to future students and live up to students' expectations? Will there be sufficient integration with working life during the programme?

2. Structure of the programme

- a. Is the programme structure clear and logical? Does it describe new courses and how courses are distributed between the first and second cycles? Does the proposal describe and justify any different

specialisations as well as compulsory and elective courses? If the programme is aimed at international students, are there sufficient conditions to enable teaching in English?

- b. Does the proposed programme offer opportunities to go on to the next cycle of education, e.g. to Master's level or research studies, within Lund University or at other higher education institutions?
- c. If internships are part of the proposed programme, are there any established contacts or agreements in place? Will external supervision be possible?

3. Learning outcomes and content

- a. Is there sufficient argumentation for links between learning outcomes, the qualitative targets of the Higher Education Ordinance, learning activities and assessment? Is the progression within the programme made clear? Is there a clear account of elective and compulsory courses? If new courses are to be created for the programme, are they clearly relevant and well-designed? Are the prior knowledge requirements well thought-out and reasonable?
- b. Is the programme content sufficiently linked to the research or artistic foundation of the discipline? Is there sound reasoning on how the programme is to rest on research and proven experience? Are the links between the programme and current research made clear?
- c. Does the programme proposal account for how the design of the programme will promote student learning and take students' circumstances into account?

4. Teaching staff

- a. Does the programme proposal describe the teaching staff resources and establish that they have the correct expertise, both in the discipline and in teaching, for

the courses to be offered within the programme? Are there sufficient opportunities for continuous professional development both with regard to research and teaching skills?

- b. Are there sufficient staff resources to cover the programme's needs? Will further recruitment be required?

5. Other resources

- a. Does the programme proposal make a reasonable assessment for the planned scaling of the programme? Have the financial consequences and funding aspects been discussed?
- b. Will the programme be sustainable over time? Is the programme's core sufficiently stable to survive fluctuations in the labour market and the needs of wider society? Will the programme be able to develop in future?
- c. Do the support resources such as study advisors, programme organisation and libraries appear to be sufficient in relation to the target group? Are the study environments and other infrastructure adequate for the proposed programme?

6. Continuous follow-up and evaluation of the study programme

- a. Will the forms of evaluation comply with Lund University's policy for quality assurance and quality enhancement? Will the programme be able to identify needs for development and adaptation of the programme and courses? Does the proposal account for how course syllabi and other relevant steering documents will be quality assured?

7. Student influence

- a. Does the proposal sufficiently describe how student influence will become a natural and active part of the

programme's processes for planning, implementation and follow-up? Does the proposal describe how course evaluations will be conducted and reported back to those involved?

8. Internationalisation

- a. Does the proposal describe planned collaborations with international higher education institutions and potential exchanges for students and teaching staff? What international perspectives or other ways of promoting internationalisation will be included in the programme? How will the language environment and teaching be adapted to be accessible to potential international students?

9. Gender equality and equal opportunities perspectives

- a. Are gender equality and equal opportunities perspectives satisfactorily integrated in the programme?

10. Sustainable development

- a. Are sustainable development perspectives satisfactorily integrated in the programme?

Instructions for the written statement

The report is to be written collectively by the assessment group.

The report should not exceed 10 pages and is to include:

- A review of the 10 aspects specified above. The assessment is to be clearly stated as satisfactory or unsatisfactory.
- A summarising comment describing both strengths and challenges and resulting in an overall assessment of satisfactory or unsatisfactory.