



Quality System

QUALITY DEVELOPMENT AND QUALITY ASSURANCE

Type of document: Quality System

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Description

The quality system establishes BTH's organization and division of responsibilities regarding the university's quality work, and describes its constituent components with further reference to instructions for implementation.

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Introduction

Conducting high-quality education and research, and collaborating with society and industry are the university's primary tasks. This is regulated in the Higher Education Act (Chapter 1, Section 4). Blekinge Institute of Technology's (BTH) *Policy för kvalitetsarbete gällande utbildning och forskning*¹ stipulates that:

- BTH's education at first-, second- and third-cycle level should be attractive, of high quality and meet the students' and doctoral students' expectations and needs for a future professional life and contribute to their personal development.
- BTH's research should be characterized by high scientific quality, relevance, urgency and impact (translation).

This is achieved and maintained through purposeful and systematic quality work, which includes two important components: *quality assurance* and *quality development*. Quality assurance means that the activities meet the level of requirements specified in the university's general mission as a higher education institution and the quality goals set by the university. Quality development means analyzing the need for development, setting goals, and formulating and implementing desired initiatives in a collegial dialogue with the aim of promoting high quality and excellence. Quality assurance work should be systematic, transparent and efficient, which should characterize the organization's work on quality issues at all levels at the university. Ultimately, this consists of the daily work of each employee, student and research student. To be systematic means regularity and predictability with efficient working methods both in terms of resources and results for quality. Continuous follow-ups and regular external reviews are carried out to obtain feedback and qualitative data for decisions and development. A learning approach is central to BTH's quality work, which requires committed and competent leadership, collegial participation, visibility and transparency, as well as a long-term perspective. All in all, this is a conscious effort to improve.

Structure and design

BTH's quality system is designed with the aim of supporting the work of staff, students and research students to develop BTH as a research and educational milieu. The system is to ensure that BTH fulfils the requirements and goals set out in national regulations and recommendations and that the university's own quality objectives are achieved.

Activities (follow-ups and external reviews) in the quality system aim to raise the quality and competitiveness of the education and research. The activities should be well-supported with facts and generate recommendations for future work. Through the activities, good examples will be spread over the university. The concepts of quality assurance and quality development are integrated into BTH's quality cycle, also known as the improvement cycle with the sub-processes plan, implement, follow up and evaluate, as well as learn. This is illustrated in Figure 1. The quality system covers the areas of research, education, the conditions for the operations and assurance of the quality system. The Board of Directors and the Vice-Chancellor are responsible for BTH's overall focus and the university's organization. The pro vice-chancellor is responsible for the quality of first- and second-cycle education, the deans are responsible for the quality of research and third-cycle education, and the Vice-Chancellor and the University

¹ Policy för kvalitetsarbete gällande utbildning och forskning, p. 2, BTH-1.1.3-0348-2019.

Director are responsible for the quality of the activities of the University. In addition, the pro vice-chancellor is responsible for ensuring and developing the quality system.



Figure 1: Quality assurance cycle for a learning organisation.

The university conducts continuous follow-ups with the aim of identifying needs for development, skills enhancement and changes to infrastructure. Each follow-up takes place in one-, two- or three-year cycles and consists partly of collecting data, and partly of a follow-up dialogue between managers and management, which results in a new or updated action plan (see Figure 2). Planning and decision-making data consists of feedback from stakeholders such as employees, students and representatives of the business community and society, but also statistics, where applicable. The dialogue aims to ensure that issues can be quickly raised and anchored in the organization. The action plans are followed up and updated regularly, and they state who is responsible for an action, appropriate staffing for implementation and a plan for realization. Follow-ups, together with planning and decision-making documentation in the areas of education, research, the conditions for the operations and assurance of the quality system, are reported under the respective heading of this document.

The university conducts regular external reviews in systematically planned cycles. The aim is to receive a benchmarking of the area from the perspective of external experts. In the same way as in the continuous follow-up, there is a dialogue between management, staff and students, as well as reviewers to capture views and proposals for action for effective implementation. An action

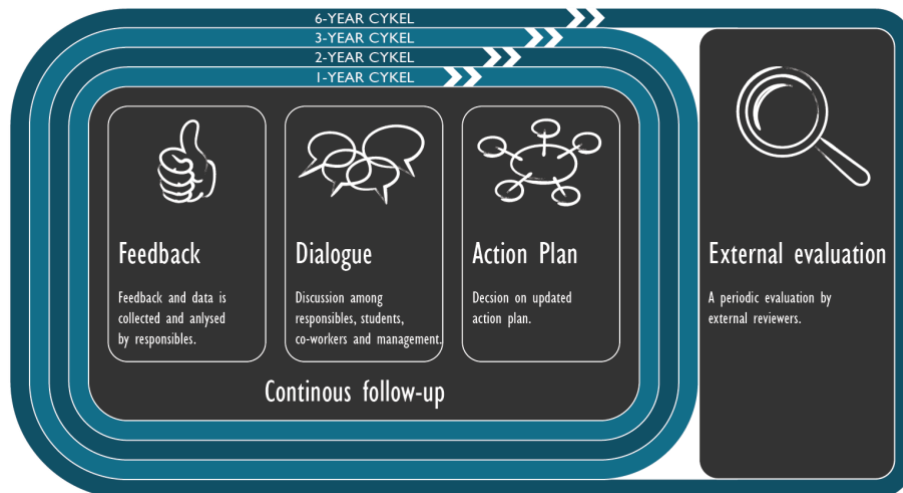


Figure 2: Illustration of BTH's quality work, which consists of continuous follow-up and regular external reviews. Common to the continuous follow-ups is that feedback in the form of planning and decision-making documentation forms the basis for dialogue

plan is also drawn up for external reviews. The external reviews, as well as the continuous follow-ups, are described under each area and heading in this document.

More extensive needs for development, new ways of working or changed processes in quality work that have emerged through lessons learned in follow-ups and reviews are compiled as part of BTH's central action plan. BTH's action plan includes initiatives based on the operational goals and as well as on the quality work. The Vice-Chancellor decides on a new action plan once a year.

The quality work is summarized annually in BTH's quality report, which is communicated and disseminated to the entire organization, the Board of Directors and the students, and is available to external partners and the public.

The university's perspectives

A number of overarching areas are included in most of the university's follow-ups and external reviews. The intention is that the follow-ups will provide an overall picture of the work being done within these perspectives, which in turn can be used as a basis for the university's strategic work and reporting obligations. The perspectives are thus integrated into the university's continuous quality work. The perspectives consist of areas in the Higher Education Act and areas important for the university's strategic work and its profile. Development work for the perspectives is formulated in each individual follow-up or evaluation, and in cases where the need is more extensive, aggregated in BTH's action plan and followed up within the framework of operational planning. The perspectives are determined in the strategic work and adjusted in the annual follow-up of the quality system (QS-1). Currently, the university's perspectives are as follows:

- *Current profile*
- *Internationalization*
- *Gender equality*
- *Collaboration*

I Education

It is the responsibility of BTH as a higher education institution to continuously and systematically assure and develop the quality of our education. The quality system for education consists of regulations, instructions and guidelines that are used to ensure the quality of the establishment, implementation, evaluation and development of the university's education². In total, activities in the quality system must ensure that BTH fulfils the requirements and goals set up in national regulations for higher education, international guidelines and the university's own quality objectives. The quality system integrates external evaluations with internal follow-ups for quality assurance and quality development. The university's own follow-ups and external evaluations must make the university well prepared for audits of the university's quality assurance work, programme evaluations and other reviews of the university's educational activities.

For education at all levels, the quality system is based on the European Standards *and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). Furthermore, the memorandum *Quality Assurance of Higher Education* U2015/1626/UH³ and the Association of Swedish Higher Education Institutions' (SUHF) recommendations regarding a common framework for the evaluation systems developed by higher education institutions constitute central starting points for BTH's quality system.⁴

The quality system is designed with SUHF's recommendations regarding a common framework to create the conditions for systematic and continuous quality assurance of the university's education at first-, second- and third-cycle. The activities included in the system ensure and control:

- that the programmes meet the requirements of the Higher Education Act and the degree descriptions in the Higher Education Ordinance, i.e. that the actual study results correspond to the expected study results and that they are examined in a legally secure manner (ESG 1.3)
- that the teaching focuses on student learning and the students' progression is followed up (ESG 1.3, 1.4)
- that the content and form of the teaching are based on a scientific and/or artistic basis and proven experience (ESG 1.3, 1.9)
- that the education is useful for the students and society (ESG 1.9)
- that those active in the education have up-to-date subject-related and higher education pedagogical/subject didactic competence as well as profession-related competence (ESG 1.5)
- that the students have influence in the planning, implementation and follow-up of the education (ESG 1.3)
- that an accessible and appropriate study environment exists for all students (ESG 1.6, 1.9)
- that continuous follow-up and development of the education is carried out, including with the support of course evaluations and programme evaluations (ESG 1.7, 1.9).

² Policy för kvalitetsarbete gällande utbildning och forskning, p.3, Dnr: BTH-1.1.3-0348-2019.

³ Ministry of Education and Research (2015). Quality assurance of higher education, Memorandum, U2015/1626/UH.

⁴ SUHF (2015). Expert Group on Quality Issues: Final Report 2014-2015.

BTH's quality system also follows SUHF's recommendations for the implementation of the university's external evaluations of education. The recommendations are formulated in the following criteria:


- All education at first-, second- and third-cycle level should be evaluated within a 6-year period. BTH selects evaluation objects for each evaluation, for example which courses, programmes, degrees and/or main fields of study as well as doctoral programmes to be evaluated each year.
- The evaluations should include external reviews carried out by scientific and pedagogical experts, students/research students and representatives of other relevant expertise.
- Views on the training from representatives of working life must be appropriately obtained within the framework of the evaluation that is carried out.
- The university's students/doctoral students must be guaranteed active participation in the planning, implementation and follow-up of evaluation.
- Gender perspectives must be taken into account where relevant.
- Evaluations should include elements of self-evaluation or other appropriate form of written analysis.
- Relevant measures should be taken on the basis of evaluations. The higher education institution decides on development measures or discontinuation in accordance with its rules of procedure.
- Evaluation results and measures should be documented and communicated to relevant stakeholders.
- Follow-up of completed programme evaluations should take place in the form of dialogue meetings or seminars to highlight experiences from the evaluations and to initiate improvement work by discussing the strengths and weaknesses of evaluated programmes.

Activities

Quality work in the area of education is organized in six continuous follow-ups and regular external reviews. Activities have a mark on the right that indicates the level of education, where education at the undergraduate level is referred to as (UG), advanced level (UA) and doctoral level (UF). If the activity concerns all levels of education, it is indicated by (U*). Each activity specifies the purpose, responsible function, which stakeholders are to take part in the results, and reference to further instructions or guidance. For each activity, any decision-making and planning documentation where a separate process occurs is also listed.

QU-1 Follow-up of courses

U*

Purpose:	To follow up and quality assure each individual course (including freestanding courses, which are not covered by the course requirements for any degree) based on the results of the course, the students' feedback on the course evaluation, the course director's analysis and reflection. Parameters such as response rate and course throughput are also taken into account.	
Responsibility:	Deans.	
Stakeholder:	Course directors, heads of department, heads of subject (UF), programme directors (UG-UA), and doctoral students and students.	

Read on: *Anvisningar för uppföljning av kurser*⁵.

Decision and planning documentation:

»:1 Course evaluation (1-year cycle) U*

Description: A survey is sent out to students with questions about their experiences of an individual course. The course evaluations form the basis for continuous improvement through the students' feedback and influence and through dialogue between the course coordinator and the students. Course evaluations also form the basis for follow-up of programmes and courses.

Responsible: Prefects.

Stakeholder: Course directors, heads of department, deans (UF), programme directors (UG-UA), course teachers and doctoral students and students.

QU-2 Follow-up of study programmes

UG-UA

Purpose: To follow up and quality assure the university's study programmes based on the compilation of key statistics, collected feedback and national quality requirements in order to identify development needs for each individual programme and to provide a basis for strategic objectives and decisions. Together with the programme committee, the programme director prepares a proposal for an updated action plan based on the planning and decision-making documentation below. Furthermore, a follow-up of the university's perspectives, subject content, progression and general skills is carried out. The action plan is established, following the dialogue meetings, twice a year.



If the pro vice-chancellor initiates an investigation because the pre-conditions of a programme are changed, the follow-up will take place in accordance with special guidelines. An investigation can lead to development actions, that the program is put on hold or that it is discontinued.

Responsibility: Pro vice-chancellor.

Stakeholder: Programme directors, deans, faculty programme directors, heads of department and students.

Read on: *Anvisningar för uppföljning av utbildningsprogram*⁶.

Planning and decision documentation:

»:1 Program evaluation (2-year cycle) UG-UA

Description: A survey is sent out to programme students with questions about their experiences of their education and study situation. The programme evaluation is carried out among programme students who are studying the second semester or later in the programme.

Responsibility: Deans and pro vice-chancellor.

⁵ Anvisningar för uppföljning av kurser, Dnr: BTH-1.2.2-0127-2022.

⁶ Anvisningar för uppföljning av utbildningsprogram, Dnr: BTH-1.1.3-0236-2024.

Stakeholder: Heads of department, programme directors, faculty programme directors and students.

Read on: *Process för genomförande och hantering av resultat vid programvärdering*⁷.

»:2 Gender Equality Survey (2-year cycle) UG-UA

Description: A survey is sent out to programme students with questions about how they feel that gender equality is integrated into their education. The survey is conducted among programme students who are studying the second semester or later in the programme.

Responsibility: Deans and pro vice-chancellor.

Stakeholder: Heads of department, programme directors, faculty programme directors and students.

»:3 Alumni survey (on occasion) U*

Description: A survey is sent out to former students (alumni) with questions about whether the university studies have met their expectations and to gain better knowledge about the BTH alumni's establishment on the labor market.

Alumni surveys are initiated by the programme director, the main field of study or the programme director, and the alumni manager is responsible for the implementation.

Responsibility: Deans and pro vice-chancellor.

Stakeholder: Heads of department, programme directors, faculty programme directors and students.

»:4 Compilation of key figures (1-year cycle) U*

Description: Relevant key statistics for education are updated annually as a basis for discussion. The compilation is broken down at the appropriate level, e.g. department, study programme or main field of study depending on follow-up, and aggregated at BTH level. Current key figures are presented in Appendix 2.

Responsibility: Head of the Academic and Administration Support Office.

»:5 Securing Degree Targets (1-Year Cycle) UG-UA

Description: The work is done with target matrices as a tool where the link between the courses' intended learning outcomes and national degree targets is analyzed and made visible.

Responsibility: Pro vice-chancellor and deans.

Stakeholder: Course directors, programme directors, faculty programme directors and students.

⁷ Process för genomförande och hantering av resultat vid programvärdering, Dnr: BTH-1.2.1-0035-2017.

Read on: *Anvisningar för säkring av examensmål*⁸.

»:6 Review of educational offering (1-year cycle)

UG-UA

Description: With the yearly statistics for application pressure and dropouts, a review of BTH's educational offerings is taking place to identify programmes with changed pre-conditions.

Responsibility: Pro vice-chancellor and deans.

Stakeholder: Programme directors and faculty programme directors.

Read on: *Riktlinjer för utredning av ändrade förutsättningar för program*⁹.

QU-3 Follow-up of third-cycle education

UF

Purpose: To follow up and quality assure various aspects of the university's doctoral education based on national quality requirements and the objectives of the doctoral education subjects.



Responsible: Vice-Chancellor.

Stakeholder: Heads of subject, supervisors, head of department and doctoral students.

Read on: *Uppföljning av forskarutbildning med därtill hörande forskning*¹⁰

Decision and planning documentation:

»:1 Follow-up of individual study plans (1-year cycle)

UF

Description: Follow-up of each individual doctoral student's course of study (the design and implementation of the education) in relation to national degree targets, laws and regulations and the university's perspective. The follow-up also forms a basis for evaluation of the education as a whole per subject and faculty.

Responsible: Deans.

Stakeholder: Supervisors, head of subject, and individual doctoral student.

Read on: *Processes and instructions third cycle studies*¹¹

»:2 Doctoral student survey (2-year cycle)

UF

Description: A survey is sent out to doctoral students with questions about their perception and evaluation of their education and, study and work situation, as well as how the work in the supervisor constellation works. Current planning is presented in Appendix 1.

Responsible: Deans.

⁸ Anvisningar för säkring av examensmål, Dnr: BTH-1.2.1-0258-2020.

⁹ Riktlinjer för utredning av ändrade förutsättningar för program, Dnr: BTH-1.2.2-0185-2020.

¹⁰ Uppföljning av forskarutbildning med därtill hörande forskning, Under development.

¹¹ Processes and instructions third cycle studies (translation of Dnr: BTH-1.1.3-0232-2023).

Stakeholder: Heads of subject, doctoral students, supervisors and heads of department.

Read on: *Process för genomförande och hantering av resultat vid forskarstudentundersökning¹².*

»:3 Alumni survey (on occasion) **U***

See QU-2a:3

»:4 Compilation of key statistics (1-year cycle) **U***

See QF1:2

QU-4 Follow-up of pedagogical development

U*

Purpose: Support for pedagogical development is followed up annually through an inventory of needs and key statistics, and every 6 years through external review. The pedagogical development is followed up annually through indicators in BTH's operational goals. Development needs are formulated in BTH's action plan.



Responsibility: Head of the Unit for Educational Development.

Stakeholder: Pedagogical developers, heads of department, and employees.

Read on: *Anvisningar för uppföljning av pedagogisk utveckling¹³.*

Planning and decision documentation:

»:1 Needs inventory

Description: Needs at department level are discussed annually with the relevant educational developer and head of department. This is the basis for the pedagogical plan. External monitoring is also carried out continuously.

Responsible: Head of the Unit for Educational Development.

»:2 Indicators

Description: Statistics are compiled annually of participation in activities and exchanges, as well as the use of digital support in order to follow up on the perceived relevance of support for pedagogical development.

Responsible: Head of the Unit for Educational Development.

»:3 External review

Description: Every three years, an external review of the support for pedagogical development is carried out. The review is divided so that course and education activities are evaluated every 6 years, and the digital support is evaluated every 6 years. During the review, a self-evaluation is formulated, which can then be reviewed by

¹² Process for implementation and management of results in the research student survey, Dnr: BTH-1.2.2-0225-2021.

¹³ Instructions for follow-up of pedagogical development, Dnr: BTH-1.2.2-0067-2021.

external experts. Current planning is presented in Appendix 1.

Responsible: Head of the Unit for Educational Development.

QU-5 Follow-up of student influence

U*

Purpose: To follow up compliance with the Guidelines for student influence at BTH, as well as how student influence develops at the university. A dialogue is conducted between the Vice-Chancellor and the student union and the doctoral student committee regarding development and the need for actions. The Student Union and the doctoral committee also formulate a written report that is submitted to the Vice-Chancellor and published in BTH's quality report.



Responsibility: Vice-Chancellor.

Stakeholder: Heads of department, chairs of preparatory and decision-making bodies, and students.

Read more: *Riktlinjer för studentinflytande*¹⁴, *Anvisningar för uppföljning av studentinflytande*¹⁵.

QU-6 Follow-up of educational support

U*

Purpose: To follow up on educational support including educational communication, support for students, educational administration, library, and employment processes. Teachers' feedback on educational support is collected through a survey. Experiences of working with quality activities are checked with the respective head of office or unit, and analyzed based on ESG by the quality coordinator. Relevant actions are formulated in BTH's action plan.



Responsibility: University Director.

Stakeholder: Vice-Chancellor and staff.

Read on: *Anvisningar för uppföljning av utbildnings- och forskningsstöd*¹⁶.

Planning and decision documentation:

»:1 Quality survey for the joint support activities (2-year cycle)

Description: A regular survey to the university's staff with the aim of developing and ensuring relevant support for education and research.

Responsibility: University Director.

Stakeholder: Unit and office heads.

»:2 Programme evaluation (2-year cycle)

See QU-2b:1

¹⁴ Riktlinjer för studentinflytande, Dnr: BTH-1.1.3-0119-2021.

¹⁵ Anvisningar för uppföljning av studentinflytande, Dnr: BTH-1.2.2-0310-2020.


¹⁶ Anvisningar för uppföljning av utbildnings- och forskningsstöd, Dnr: BTH-1.2.2-0177-2021.

»:3 Docotral student survey (2-year cycle))


See QU-2a:1

QU-7a External review – evaluation of education

UG-UA

Purpose:	<p>To evaluate and ensure the overall quality and relevance of the programmes in relation to statutory requirements and national and international (ESG) quality criteria, with the help of external reviewers. The evaluation will form a basis for decision-making and planning for measures for quality development and relevant stakeholders should be informed of the result.</p> <p>For first- and second-cycle programmes, a review of independent projects must be included in the evaluation. A self-evaluation and planning and analysis documents from the programme director are also included in the evaluation.</p> <p>BTH chooses the selection of programmes to be covered by the evaluation each year in a 6-year cycle. Current planning is presented in Appendix 1. If UKÄ plans to carry out an education evaluation of a main field of study/degree within BTH's 6-year cycle for external review of education, BTH's external evaluation of the education in question will be cancelled.</p>	
Responsible:	Pro vice-chancellor.	
Stakeholder:	Programme directors, deans, faculty programme directors, main field of study directors, heads of department and students.	
Read on:	<i>Information and guidance for external review of first- and second-cycle education</i> ¹⁷ .	

QU-7b External review – evaluation of doctoral education

Purpose:	<p>Evaluate and ensure the overall quality and relevance of the programmes in relation to statutory requirements and national and international (ESG) quality criteria, with the help of external reviewers. The evaluation will form a basis for decision-making and planning for actions for quality development and relevant stakeholders should be informed of the result.</p> <p>For third-cycle programmes, follow-up of the design, implementation and achievement of the objectives of each programme, as well as the scope and quality of the research environment, must be included as part of the evaluation.</p> <p>BTH chooses the selection of programmes to be covered by the evaluation each year in the 6-year cycle. Current planning is presented in Appendix 1. If UKÄ plans to carry out an education evaluation of a main field of study/degree or a doctoral education within BTH's 6-year cycle for external review of education, BTH's external evaluation of the education in question will be cancelled.</p>	
Responsible:	Deans.	

¹⁷ Information and guidance for external review of first- and second-cycle education, (translation of Dnr:BTH-1.1.3-0237-2024).

Stakeholder: Heads of subject, supervisors, heads of department and doctoral students.

Read on: *Information and guidance for external review of doctoral education and associated research*¹⁸.

¹⁸ Information and guidance for external review of doctoral education and associated research, (translation of Dnr: BTH-1.2.2-0294-2024).

II Research

The starting point for BTH's quality assurance work for research is that it contributes in a systematic and effective way to strengthening and developing the quality of research and at the same time takes recognizes the freedom of research and the variation that exists between research areas. Research at the university must be relevant, socially beneficial and carried out with academic integrity. Quality assurance work must systematically follow up the development and renewal of research, that strengths are identified and that successful research environments are strengthened, that good research practice is promoted, and that employees have effective and appropriate support. The quality system is coordinated; It integrates external evaluations with internal follow-ups for quality assurance, quality development and strategy work. For research, the quality system is based on the national framework with overarching principles for quality assurance of research developed by the Association of Swedish Higher Education Institutions (SUHF),¹⁹ which in turn is in interaction with *the European Charter for Researchers and the Guidelines for the Recruitment of Researchers*²⁰. The quality system must ensure and promote the following themes and prerequisites:

- *Development and renewal of research.* The higher education institutions work systematically to create forms and space for the development and renewal of the research/research environments.
- *Good research practice.* The higher education institutions have systematic work to promote good research practice, prevent misconduct in research and deal with violations.
- *Collaboration.* The higher education institutions have a systematic work for and follow up their efforts when it comes to collaborating with the surrounding society, informing about their activities and working to ensure that research results produced at the higher education institutions are disseminated and put to use.
- *Recruitment, career paths, and career support.* The higher education institutions ensure that legally secure and transparent processes and promotions support the development and renewal of research. Employees are given access to skills development and career support. Equal opportunities and gender equality are self-evident and integrated starting points.
- *Support activities and research infrastructure.* The higher education institutions work to ensure that research has appropriate support and have processes for prioritizing and long-term renewal of research infrastructures.
- *Connection between research and education.* The higher education institutions work to ensure that there is a close connection between research and education in an appropriate learning environment.

For external review of research, BTH uses the same principles as for external review of education.

- The research topics are evaluated within a 6-year period. BTH chooses the evaluation objects for each evaluation, which research topics are to be evaluated each year.

¹⁹ SUHF (2019), Common framework for higher education institutions' quality assurance and quality development of research.


²⁰ The European Charter for Researchers & the Code of Conduct for their Recruitment, <https://euraxess.ec.europa.eu/>.

- The evaluations should include external reviews carried out by scientific and pedagogical experts, research students and representatives of other relevant expertise.
- Views on the research from representatives of working life shall be appropriately obtained within the framework of the evaluation to be carried out.
- The university's doctoral students must be guaranteed active participation in the planning, implementation and follow-up of evaluation.
- Gender perspectives must be taken into account where relevant.
- Evaluations should include elements of self-evaluation or other appropriate form of written analysis.
- Relevant measures should be taken on the basis of evaluations. The higher education institution decides on development measures or closures in accordance with its rules of procedure.
- Evaluation results and measures should be documented and communicated to relevant stakeholders.
- Follow-up of completed research evaluations should take place in the form of dialogue meetings or seminars to highlight experiences from the evaluations and initiate improvement work by discussing the strengths and weaknesses of evaluated education.

Activities

Quality assurance work in the field of research is organized in three continuous follow-ups and regular external reviews. Each activity states the purpose, the person responsible, a list of stakeholders who take part of the results, and reference to further reading. For each activity, any decision-making and planning documentation where a separate process occurs is also listed.

QF-1 Follow-up of the development and renewal of research

Purpose:	To follow up that the long-term planning of the research environments is in line with the University's vision and strategy. That the university's processes promote quality in research in line with BTH's quality policy. To identify strategic initiatives and the promotion of strong research environments.	
Responsibility:	Vice-Chancellor.	
Stakeholder:	Deans, heads of department, heads of subject and employees.	
Read more:	<i>Anvisningar för uppföljning av forskarutbildning med därtill hörande forskning¹⁰.</i>	

Planning and decision documentation:

»:1 Strategic planning and academic staff development

Description:	The departments' strategic planning for long-term priorities, and identification of future strong research directions, as well as staff development.
Responsibility:	Headmaster.
Stakeholder:	Heads of department, heads of subject and staff.
Read on:	<i>Årliga anvisningar för institutionernas verksamhetsplan.</i>

»:2 Compilation of key performance indicators (1-year cycle)

Description:	Relevant key performance indicators for research are updated on an annual basis as a basis for discussion. The compilation is broken down at the appropriate level depending on follow-up, and aggregated at BTH level.
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Current key performance indicators are presented in Appendix 2.

Responsibility: Head of the Academic and Administration Support Office.

»:3 Follow-up of faculty funding distribution

Description: To ensure that forms and distribution of funds promote the development and renewal of research in accordance with BTH's operational goals and BTH's quality principles for research. The follow-up may result in proposals for adjustments to governing documents or changes in BTH's model for the distribution of faculty funds for research to each department.

Responsibility: Deans.

Stakeholder: Heads of department and head of finance office.

Read on: *Anvisningar för uppföljning av fakultetsmedelsfördelning²¹.*

QF-2 Follow-up of good research practice

Purpose: To continuously follow up compliance with good research practice. The results are reported to the Vice-Chancellor with suggestions for possible changes.



Responsibility: Vice-Chancellor.

Stakeholder: Deans, heads of department, heads of subject, and co-workers.

Read on: *Rules for handling of misconduct in research²².*

Planning and decision documentation:

»:1 Compilation of external assignments

Description: A compilation of persons engaged in expert and review assignments, and grading committees. The summary should state the name, assignment, gender, organization and previous assignments during the last 5-year period.

Responsibility: Head of human resources office.

»:2 Summary of training initiatives

Description: A summary of training efforts made towards research staff regarding good research practice is reported in the quality report.

Responsibility: Quality coordinator.

²¹ Anvisningar för uppföljning av fakultetsmedelsfördelning, Dnr: BTH-1.2.2-0210-2021.

²² Rules for handling of misconduct in research, (Translation of Dnr: BTH-3.2.16-0047-2023).

QF-3 Follow-up of research support

Purpose: To follow up research support, including research communication, research administration, support in applications for external funding, skills development, and employment and promotion processes. Researchers' feedback on research support is collected through a survey. Experiences of working with quality activities are checked with the respective head of department, and analyzed based on SUHF's themes and conditions for quality assurance and quality development of research by quality coordinators. Relevant initiatives are formulated in BTH's action plan.



Responsibility: University director and pro vice-chancellor.

Stakeholder: Vice-Chancellor and staff.

Read more: *Anvisningar för uppföljning av utbildnings- och forskningsstöd*¹⁶.

Planning and decision documentation:

»:1 Quality survey for the joint support activities (2-year cycle)

See QU-6:1.

QF-4 External review – evaluation of research areas

Purpose: To evaluate and ensure the quality and timeliness of the research area in relation to results, and impact, as well as national and international quality criteria and the profile of the university, with the help of external assessors. The evaluation will form a basis for decision-making and planning for measures for quality development and be given feedback to relevant stakeholders.



The basis for the review includes a self-evaluation and relevant key figures.

BTH selects the selection of research areas to be covered by the evaluation each year in a 6-year cycle. Current planning is presented in Appendix 1.

Responsibility: Vice-Chancellor.

Stakeholder: Deans, heads of subject and heads of department.

Read on: *Information and guidance for external review of doctoral education and associated research*¹⁸.

III Conditions for the operations

High-quality education requires high-quality research. The reverse is also true; High-quality research means that it benefits society and education. Education and research thus share the need for each other's prerequisites in the form of a good research and education environment. This includes the provision of skills and infrastructure, but also the university's perspectives.

BTH as a public authority is governed simultaneously by the government and the Riksdag, and in this work is continuously reviewed. These processes and follow-ups fall outside of UKÄ's mandate and the frameworks covered by quality assurance work in education (ESG) and research (SUHF), and are therefore not included in BTH's quality system for education and research. Nevertheless, they are a prerequisite for a well-functioning operation in general.

Activities

Quality work in the area of the university's conditions for operation is organized in three continuous follow-ups and regular external reviews. Each activity states the purpose, the person responsible, a list of stakeholders who will take part of the results, and references to further reading. For each activity, any decision-making and planning documentation where a separate process occurs is also listed.

QV-1 Follow-up of academic environments

Purpose: To follow up and support the development of strong and integrated education and research environments at the various departments. This also includes follow-up of operational objectives and the university's perspectives.



Responsibility: Vice-Chancellor.

Stakeholder: Heads of department, staff and students.

Read on: *Årlig information om verksamhetsdialoger för institutioner.*


Planning and decision documentation:

»:1 Key performance indicators

Description: Based on the operational objectives, indicators are formulated in areas such as attractiveness, quality, dimensioning, productivity, and the university's perspectives. These are followed up annually in connection with the annual report and prior to the departments' operational dialogues. BTH has indicators related to academic environments and academic staff development.

Responsibility: Head of Finance Office.

QV-2 Follow-up of academic staff development

- Purpose:** To follow up on the supply of skills within education and research. The starting point is the departments' academic staff development plans with regard to the work with academic environments; retirements, skills development, and recruitment opportunities. The work is followed up in connection with the spring's operational dialogues, and in addition to this, the Vice-Chancellor has a responsibility for management and leadership provision. 
- Responsibility:** Vice-Chancellor.
- Stakeholder:** Heads of department, pro vice-chancellor and deans.
- Read on:** *Årlig information om verksamhetsdialoger för institutioner.*

Planning and decision documentation:

»:1 Key performance indicators


See QV-1:1

»:2 Composition of staff

Description: Summary of staff composition by department with regard to employment.

Responsibility: Head of Finance Office.

QV-3 Follow-up of the supply of facilities and common infrastructure

- Purpose:** To annually, after dialogue with the organization, compile a supply plan for facilities and common infrastructure for research and education. 
- Responsibility:** University director.
- Stakeholder:** Deputy vice-chancellor, deans, pro vice-chancellor, faculty programme director, Heads of department and students.
- Read on:** *Anvisningar för uppföljning av lokalförsörjning och gemensam infrastruktur²³.*

Planning and decision documentation:

»:1 Facilities supply plan

Description: Needs analysis regarding facilities and infrastructure based on dialogue meetings with heads of department and managers.


Responsibility: Head of facilities and services office.

»:2 Quality survey for joint support activities (2-year cycle)

See QU-6:1.

²³ Anvisningar för uppföljning av lokalförsörjning och gemensam infrastruktur, BTH-2.2.2-0088-2022.

QV-4 External review – thematic evaluation

- Purpose:** To review the activities with the help of external monitoring and external peer evaluation. The university decides which theme is to be evaluated based on needs. 
- Prior to an evaluation, the head of unit or office prepares a number of well-defined questions with the support of each staff-group. These form the basis for a subsequent self-evaluation and review by external experts. Current planning is presented in Appendix 1.
- Responsibility:** Vice-Chancellor.
- Stakeholder:** University director and head of unit or office with staff.
- Read on:** *Information och vägledning för tematisk utvärdering vid BTH²⁴.*

²⁴ Information och vägledning för tematisk utvärdering vid BTH, Dnr: BTH-1.2.2-0068-2021.


IV Assurance of quality system

The work to better quality includes constant improvement. This also applies to the quality system. Quality work is based on collegial participation, which also includes the design of the quality system. The work therefore includes providing feedback to the quality coordinator with suggestions for improvements and streamlining. This development of the quality system is evident in the annual revision of the quality system with associated instructions and is reported in the annual quality report that is presented to the university's Vice-Chancellor and Board of Directors. The need for major investigation and development work that arises as part of external evaluations or through internal discussions is formulated as initiatives in BTH's action plan.


Activities

Securing the quality system includes two activities listed below. These activities state the purpose, the person responsible, a list of stakeholders who will take part of the results.

QS-1 Follow-up of BTH's quality system

- Purpose:** To follow up and, if necessary, revise and develop the university's quality system. This is done by quality coordinators collecting suggestions for improvement and experiences that arise in continuous follow-ups and external reviews, as well as through quality dialogues with the support services. The follow-up also includes the university's perspectives, which can also be revised based on BTH's strategic work. This development of the quality system is evident in the annual revision of the quality system with associated instructions and is reported in the quality report. The need for major investigation and development work that arises as part of external evaluations or through internal discussions is formulated as initiatives in BTH's action plan. 
- Responsibility:** Pro vice-chancellor.
- Stakeholder:** Board of Directors, Vice-Chancellor, staff and students.

QS-2 External review – quality assurance

- Purpose:** External quality assurance examines the effectiveness of the internal quality assurance processes and is carried out by the responsible supervisory authority, i.e. the Swedish Higher Education Authority (UKÄ). The national quality assurance system includes four different types of reviews: reviews of higher education institutions' quality assurance work, examinations of degree permits, programme evaluations and thematic evaluations. 
- The Deputy Vice-Chancellor is responsible for the coordination of external audits initiated by UKÄ. Current planning is presented in Appendix 1.
- Responsibility:** Vice-Chancellor.
- Stakeholder:** Board of Directors, pro vice-chancellor, staff and students.

Appendix 1 – Planning

External review education at first and second cycle, third-cycle education with associated research QU-7a, QU-7b, QF-4

	Education at first and second cycle level	Third cycle education and associated research
2025	One-year master's programme in Industrial Economics and Management One-year master's degree in Str. Leadership for Sustainability.	Mechanical Engineering
2026	BQP training – follow-up (review based on needs) One-year master's degree programme in Software Engineering	Software Engineering
2027	Programmes in Spatial Planning Higher education degree programmes in Mechanical Engineering Software Engineering	Spatial Planning Mathematics with Applications
2028	Nursing education Specialist Nursing education	Applied Health Technology
2029	Bachelor's and BQP programmes Bachelor of Science in Engineering Bachelor of Science in Engineering (Review based on needs)	Strategic Sustainable Development
2030	Master of Science in Engineering and associated master's programmes Software Engineering Industrial Economics AI and Machine Learning Computer Security Game Engineering	Computer Science Industrial Economics and Management
2031	Master of Science in Engineering and associated master's programmes Marine Technology Mechanical Engineering	Systems Engineering

Other follow-ups

	Surveys	Perspectives in programme follow-up	Follow-ups and thematic evaluations (planned according to needs)
2025	Program evaluation Quality survey for joint support activities Doctoral student survey	Equality Internationalization	
2026	Gender equality survey	Collaboration	Pedagogical development
2027	Program evaluation Postgraduate student survey	University profile	
2028	Gender equality survey	Equality Internationalisation	
2029	Program evaluation Postgraduate student survey	Collaboration	Pedagogical development
2030	Gender equality survey	University profile	

Planned audits of UKÄ
Evaluation of Master of Science in Engineering **2026**

Thematic evaluation Student influence
Higher education institution review

Timetable not yet decided
2030

Appendix 2 – Key figures

Education

1.	External relevance	
1.1a	Number of applicants	QU-2:6
1.1b	Number of applicants, priority 1	QU-2, QU-2:6
1.1c	Percentage of applicants with priority 1	QU-2, QU-2:6
1.2a	Number of admitted	QU-2, QU-2:6
1.3a	Number of registered	QU-1, QU-2, QU-2:6
1.3b	Number of registered, paying students	QU-1, QU-2, QU-2:6
1.4a	International mobility, outbound	QU-2, QU-2:6
1.4b	International mobility, incoming	QU-2:6
1.5	Establishment rate	QU-2:6
2.	Pre-conditions	
2.1a	Proportion of courses with Ph.D. staff	*
2.1b	Number of course sessions per staff with a PhD	*
2.1c	Number of students per staff with a PhD	*
2.2	Number of teaching staff with promotion on teaching expertise	QU-2:6
3.	Student activity	
3.1a	HST	QU-1, QF-1:3
3.1b	HPR	QU-1
3.1c	Achievement rate	QU-1, QU-2, QU-2:6, QS-1
3.2	Retention	QU-2, QU-2:6
3.3a	Degrees awarded	QU-2, QU-2:6
4.	Student perspective	
4.1a	Course evaluation, response rate	QU-1, QU-2:6, QS-1
4.1b	Course evaluation, results	QU-1, QU-2, QU-2:6, QS-1
4.1c	Number of courses with index ≤ 2.5	QU-2:6, QS-1
4.1d	Number of courses with index > 3.3	QU-2:6, QS-1
4.2	Program evaluation results	QU-2, QU-2:6, QS-1
4.3a	Teaching time	*
4.3b	Student-centered education	*

Postgraduate education

1.	Postgraduate education	
1.1a	Enrolled	QU-7b, QF-1:1, QF-4, QS-1
1.1b	Enrolled at another higher education institution	QU-7b, QF-1:1, QF-4
1.1c	New admissions	QU-7b, QF-1:1, QF-4, QS-1
1.2	Form of financing	QU-7b, QF-1:1, QF-4
1.3a	Number of degrees	QU-7b, QF-1:1, QF-4
1.3b	Activity time until graduation	QU-7b, QF-1:1, QF-4, QS-1

Research

1.	Research funding	
1.1a	Research revenue	QU-7b, QF-1:1, QF-1:2, QF-4, QS-1
1.1b	In-Kind	QU-7b, QF-1:1, QF-4
1.2	Applications	*
2.	Dissemination and imprint	
2.1	Scientific production	QU-7b, QF-1:1, QF-1:2, QF-4
2.1c	Open Access	QU-7b, QF-1:1, QF-4
2.2a	Co-authorship, international	*
2.2b	Co-authorship, national	*
2.2c	Co-authorship, outside the higher education sector	*
2.3a	Citations	QU-7b, QF-1:1, QF-4, QS-1
2.3b	TOP20	*
2.4	Innovation	QU-7b, QF-1:1, QF-4, QS-1

* Under investigation