

Policy and Administrative Document

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Quality Assurance Framework for Bachelor's, Master's and Doctoral education at the Faculty of Culture and Society

Background

A new model for integrated continuous quality improvement/assurance in first-cycle and second-cycle study courses and programmes (Bachelor's, Master's and Doctoral education) began to be developed at the Faculty of Culture and Society in 2013/2014, and from the autumn term 2015, all departments within the Faculty are to work according to this model.

A model for systematic and uniform continuous quality improvement/assurance in third-cycle study programmes (Doctoral Education) has progressively been developed at the Faculty since 2015, when an internal evaluation was made and when the Faculty received doctoral research programme rights in a total of four disciplines.

Over the course of 2015-2018, minor adjustments, adaptations and integration of the models have been made based on continuous development and evaluation of the Faculty's models, and in order to harmonise with the University's *Strategy 2022*¹, the University's Quality Assurance Framework for Bachelor's and Master's Education² and University's Quality Assurance Framework for Doctoral Education³.

Fundamental basis and starting out points

The objective with the Faculty's approach is to systematically work with a view to strengthening the quality and efficient use of resources in the education activities, in a legally sound manner.

¹ Link to the [University's Strategy 2022](#)

² Link to the [University's Quality Assurance Framework for Bachelor's and Master's Education](#) (in Swedish)

³ Link to the [University's Quality Assurance Framework for Doctoral Education](#)

The model involves quality improvement as well as quality assurance, and is based on the principle that continuous quality improvement efforts should be conducted as close to the core activities as possible and that the forms of the quality improvement efforts should be integrated as much as possible in the regular teaching, academic supervision, examinations and development of courses.

The dialogue form is used throughout for follow-ups and sharing of knowledge – both within and between teaching teams, within and between Boards of Supervisors, between teaching teams and Department Management, between Board of Supervisors and Department Management, as well as between Departmental Management and Faculty Management.

Departmental Level

Bachelor's and Master's Education

The Faculty's Quality Assurance Framework for Bachelor's and Master's Education complements the University's Quality Assurance Framework for Bachelor's and Master's Education⁴ in the sense that it is a concretisation of the education-centred quality assurance in the university-wide framework.

The Faculty's model encompasses for instance:

- Procedures for the establishment and phasing-out of an educational programme or course
- Integration with the Faculty's planning process (allocation of resources/budgeting, operational planning and recruitment/continuing professional development planning)
- Student introduction
- Student influence (e.g. course evaluations, student questionnaires and representation in various different bodies)
- Analysis of key indicators
- Continuous review and development of the programmes and courses
- Forum for exchange of experiences and joint questions/assignments
- Reference groups with representatives of the business community/public sector
- Quality dialogues
- Following-up and feedback

The Faculty makes efforts to achieve transparent gender equality mainstreaming processes and guidelines. Gender equality aspects and issues are thus taken into consideration in all of the above points.

⁴ Link to the [University's Quality Assurance Framework for Bachelor's and Master's Education](#) (in Swedish)

The description below is however not structured based on the above points, it is rather based on the various functions and forums responsible for quality development and quality assurance at the Department and Faculty level.

The focus of continuous quality improvement/assurance is at the programme level. Free-standing courses are coordinated, to the extent feasible, in the continuous quality improvement efforts for the programmes to which they naturally have a connection, and where this is not feasible there are instead course clusters where corresponding quality improvement/assurance are made.

Division of responsibility

At all Departments within the Faculty there is **a forum that brings together all the programme coordinators of the Department**. At K3, this forum is called the *Grundutbildningsråd (Undergraduate Education Committee)*, at US it is called the *Programansvarigråd (Programme Coordinator's Committee)*, and at GPS it is named the *Kurs- och programnämnd (Course and Programme Advisory Committee)*.

The purpose of these forums is for instance to

- enable a continuous exchange of experience and discussions concerning quality of the programmes, focusing on pedagogic techniques and skills, organisation/administration and leadership,
- programme coordinators/course cluster coordinators can raise prioritised issues from their respective programmes or course clusters,
- promote the teaching teams joint issues from dialogue meetings, the Department's Operational Plan and/or on behalf of the Department leadership (e.g. continuous examinations and analysis⁵ which includes progression in the main field of studies, research basis, constructive alignment, varied forms of examination with legal certainty, internationalisation, a working life perspective, sustainability issues, gender mainstreaming, etc.).

Respective forums meet regularly every term. The Faculty's administrative office is responsible for documentation in the form of memoranda notes, which then serve as a basis for the activities and measures to be taken in teaching teams and at programme level. Follow-ups are made in the forum when the following meeting is held.

At least once a year, **quality dialogues** for each educational programme (course cluster) are held **between programme coordinator (course cluster coordinator) and Department Management**. At these meetings, relevant issues regarding the programme's (the courses') present situation and further development needs are discussed. The purpose of these programme dialogues is to:

⁵ Link to the Faculty's Instruction for Continuous examinations and analysis. Continuous examinations and analysis (*genomlysningar*) does not refer to a specific method, but rather refers to the work that, in a structured manner, contributes to quality improvements within the framework of an educational programme.

- operationalise the objectives of the Department's Operational Plan,
- follow up the quality and development work within the programme (the courses),
- identify obstacles present in the educational activities, as well as discuss quality issues in relation to staffing and resources,
- identify the long-term needs in terms of recruitment of new staff, other provision of expertise, and other resources,
- obtain an overview of similarities and differences in how programmes/teacher teams work,
- improve the communication between the Department's management, programme coordinator (course cluster coordinator) and the administrative support.

The focus/agenda of the programme dialogues is based on internal quality principles described in the university-wide Quality Assurance Framework. Discussion and follow-up points will vary from one semester to the next semester, but may include:

- Priority issues from the programme
- Student feedback
- Follow-up of key indicators
- Follow-up of examinations/analysis (*genomlysningar*) and evaluations/reviews
- Research basis
- Pedagogical issues
- Gender equality and equal treatment issues
- Widening participation
- Internationalisation and global involvement
- Collaboration and working life perspective
- The situation with staffing, the learning environment and other resource availability issues
- Organisation, division of responsibility and administrative support
- Development work within the programme (course cluster), ongoing work and future needs

The Faculty's administrative office gather key indicators for the programme and the courses from SILA⁶ for presentation at the dialogue meetings. Examples of such key indicators are: number of applicants, number of registered students per semester, degree of achievement, percentage/number of approved students, number of exchange students coming in and going out, percentage/number of approved

⁶ SILA is a management information system at Malmö University. (The acronym SILA stands for Strategisk Information för Ledning och Analys [Strategic Information for Management and Analysis].)

degree projects and graduation rate respectively.⁷ The key indicators are reported by gender in cases where SILA makes this possible.

Course reports, student surveys, alumni follow-ups and budget constitute other bases for the discussion, as well as memoranda notes from programme councils, reference groups, examination and analysis (*genomlysningar*), internal and external evaluations/reviews, and the previous dialogue meeting of the programme (course cluster). The programme dialogues are led by the Head of Department; the other participants are programme coordinator (course cluster coordinator) and some teacher/course coordinators, the educational coordinator and the head of section. If necessary, other staff can also be called in. The Faculty's administrative office is responsible for providing relevant key indicators from SILA and documenting the dialogue in memoranda notes. The memoranda notes from the dialogue meetings serve as the basis for the measures to be taken in teacher teams, by the administrative support and Department's management. Dialogue meetings also provide input to the operational plan, budgetary issues and for recruitment/continuing professional development planning. Follow-ups take place at the next quality dialogue for the programme (the course cluster) plus at quality dialogues at the Faculty and University-wide levels.

There is also a **course advisory committee** at each Department, consisting of experienced teachers working in the Department, the educational coordinator and a student representative. The course advisory committee works proactively providing support to teachers both before and during the writing of course syllabi and degree programme syllabi, and also deals with formalities regarding courses, course syllabi and degree programme syllabi.⁸ The chair of the course advisory committee leads the work of the committee and is to make efforts to ensure that the Department's Bachelor's and Master's education develops in accordance with the Malmö University's vision, the University's and Faculty's strategic priorities and other governing documents, as well as established quality objectives, within the Department's available resources. The chair of the course advisory committee decides on approval of course syllabi and degree programme syllabi.⁹ The course advisory committees meet three to five times per semester and the Faculty's administrative office is responsible for documentation and distribution of memoranda notes.

The course coordinator is responsible for managing, developing and coordinating a course in accordance with the intended learning outcomes in the syllabus, the

⁷ Definitions according to the final report of the University's key indicators project – the student part (Reg. no. Mahr 61-2014/600).

⁸ Link to the University's Instruction for [course syllabi](#) and respective [degree programme syllabi](#) as well as the [Faculty's Instruction for establishing and phasing-out of study programmes or courses, as well as the establishment and revision of course syllabi and degree programme syllabi](#) (in Swedish).

⁹ Link to the [Head of Department's Delegation to the Chair of the Course Advisory Committee](#) (in Swedish).

provisions in the Swedish Higher Education Act,¹⁰ regulations in the Swedish Higher Education Ordinance,¹¹ Student's Rights and Obligations at Malmö University¹² and other governing documents, and in addition, within the stated time and budgetary frameworks. A course coordinator is also responsible for implementation of the course evaluations and the compilation of course reports in accordance with the University's guidelines¹³, continual development of the course and proposals for revision of the course syllabi, as well as participation in programme councils and programme development.¹⁴

The examiner is responsible for ensuring that examinations are conducted in relation to the intended learning outcomes of the course and that the assessment and the assigning of grades is individual and done in a legally correct manner.

The programme coordinator is responsible for managing, developing and coordinating the activities within the programme in order to develop and fulfil the objectives of the degree programme syllabus within the stated time and budgetary frameworks, while taking relevant policy documents and governing documents into account. Together with course coordinators and the head of section, the programme coordinator discuss third stream activities, teacher staffing, the scope and extent of the teaching, and possible re-prioritisations within the programme. The programme coordinator is also responsible for the student introduction, coordination of teaching and course content, in consultation with course coordinators and teachers, plus ensuring that there are continuous examinations and analysis (*genomlysningar*)¹⁵ and that a review of the degree programme syllabus is made annually. The programme coordinator leads meeting with the Programme Council, reference group, is responsible for and examinations and analysis (*genomlysningar*) and participates in quality dialogues with the Department Management.¹⁶ Student surveys in the form of commencement and exit questionnaires, and alumni surveys, are conducted by the University's Administrative Office, in collaboration with the programme coordinator.¹⁷

¹⁰ Link to an English translation of the [Swedish Higher Education Act](#).

¹¹ Link to an English translation of the [Swedish Higher Education Ordinance](#).

¹² Link to [Student's Rights and Obligations at Malmö University](#)

¹³ Link to the [University's Guidelines for the Course Evaluation Process](#) (in Swedish)

¹⁴ More detailed descriptions of responsibilities for course coordinators are available at each respective Department.

¹⁵ Link to the Faculty's Instruction for Examinations and Analysis. "Examination and analysis" (*genomlysning*) does not refer to a specific method, but rather refers to the work that, in a structured manner, contributes to quality improvements within the framework of an educational programme.

¹⁶ More detailed descriptions of responsibilities for programme coordinators are available at the respective Department.

¹⁷ Link to [University Guidelines for Student and Alumni Questionnaires/Surveys](#) (in Swedish)

Course cluster coordinators have, when appropriate, a responsibility corresponding to the programme coordinators for course clusters in subjects where there is no unified educational programme.

At the **programme council meetings**, programme coordinator, teachers who teach in the programme in the current semester, student representatives and course administrators meet in order to discuss what is working out well and what is not working out well with the courses, and what needs to be improved. The documentary basis for the meetings includes, for instance course evaluations/course reports. Meetings of Programme Councils are held at least once per semester, and are to be documented in memoranda notes.

The reference group consists of external individuals representing the programme's potential future employers, such as the business community, the public sector and the similar stakeholders. A reference group may be shared for several programmes. How the programme can and should be further developed in the light of the possibilities, challenges and changes in the programme's external environment, is discussed in the reference group. The meetings of the reference group are to be held regularly and be documented in memoranda notes.

The **Head of Department** is responsible for ensuring that high-quality research and education is conducted within the Department's fields of activity and to promote the Department's cooperation with the community outside of the University. The Head of Department is also responsible for further developing the Department's activities in line with Malmö University's strategy, the Faculty's strategic priorities and the established quality objectives, within the framework of Department's available resources.¹⁸

The Head of Department is responsible for the Department's operational planning, budgetary issues, and recruitment/continuing professional development planning plus decides for example on the allocation of resources within the Department and appoints programme coordinators, course coordinators and examiners.¹⁹ The Heads of Departments can also give specific assignments to individuals, for example course coordinators, programme coordinators and course advisory committee. To assist with this and provide support, the Head of Department has the **management team of the Department**, in which **Head of each sections** also are included.

¹⁸ Link to the [Dean's delegation to the Head of Department](#) (in Swedish)

¹⁹ Link to the [University's Instruction concerning how the Departments' work with the planning of activities, budgeting and recruitment/continuing professional development planning is to be integrated, in a three-year perspective](#). (in Swedish)

Doctoral Education

The Faculty's Quality Assurance Framework for Doctoral Education complements the University's Quality Assurance Framework for Doctoral Education²⁰ in the sense that it is a concretisation of the education-centred quality assurance in the university-wide framework.

The Faculty's model encompasses for instance:

- Procedures for the announcement of vacancies and for admissions
- Procedures for the establishment of new courses
- Integration with the Faculty's planning process (allocation of resources/budgeting, operational planning and recruitment/continuing professional development planning)
- Introduction to doctoral education
- Doctoral students influence
- Regular follow-ups of individual study plans
- Collegial review of the doctoral student's dissertation work progress (initial seminar, mid-way seminar, final seminar)
- Procedures for examination
- Internationalisation
- Career planning (including mentoring programme)
- Forum for exchange of experiences and joint questions/assignments
- Quality dialogues
- Following-up and feedback

The Faculty makes efforts to achieve transparent gender equality mainstreaming processes and guidelines. Gender equality aspects and issues are thus taken into consideration in all of the above points. In order to promote career paths irrespective of gender, both women and men are presented as supervisors and single-gender supervision groups are avoided, as far as possible.

The description below is however not structured based on the above points, it is rather based on the various functions and forums responsible for quality development and quality assurance at the Department and Faculty level.

Division of responsibility

At each Department where there is doctoral education, there is a **Board of Supervisors** where questions and issues concerning the daily operation of doctoral education are discussed, and the annual follow-ups of individual study plans and the progress of the doctoral students take place. A follow-up of the quality of the academic supervision is also made in the Board of Supervisors, and questions concerning continuous professional development for supervisors are discussed. The Board of Supervisors also prepares a number of issues: courses prior to their establishment, announcement of vacancies, assessment basis for the hiring for

²⁰ Link to the [University's Quality Assurance Framework for Doctoral Education](#)

employment positions, and choice of supervisor and examiner. The Board of Supervisors also reviews licentiate and doctoral students' admissions, where the employment is external, such as in the case of municipal licentiate degree students. The Chair of the Board of Supervisors reviews and recommends that the dissertation goes up for examination.

The Boards of Supervisors are also responsible for preparing certain errands concerning doctoral education for meetings in the Faculty's Board of Research and Doctoral Education.

The Boards of Supervisors consist of active supervisors, professors and associate professors and in each Board of Supervisors there is a doctoral student representative²¹. Meetings are held six times per semester, one week before the meetings of the Faculty's Board of Research and Doctoral Education. The Boards of Supervisors can be regarded as a form of continuous quality dialogues for the respective doctoral education subject. Memoranda notes are used as basis for follow-up at the subsequent meeting and are also provided to the next meeting of the Faculty's Board of Research and Doctoral Education. Follow-ups also take place at quality dialogues at the faculty-wide and university-wide levels.

Research seminars are organised at the department level, or in cooperation between departments, by the **Department's research coordinator**. The frequency of the seminars is twice a month, where doctoral students present their work. Start seminars, mid-term seminars and final seminars are obligatory. At the mid-term and final seminars, external opponents participate.

Each doctoral student will have at least two **supervisors**, one of whom is the main supervisor. Gender balance is to be taken into account when the supervisors are appointed, and when they are proposed by the Board of Supervisors and appointed by the Dean. The Main Supervisor should have at least docent (associate professor) competence and is designated in connection with the admission to the doctoral programme. At least one of the supervisors must have undergone supervisor training or be assessed as having the equivalent competence. Guidelines for cooperation and responsibilities should be entered into the annually revised individual study plan. The supervisors are expected to for instance:

- support the doctoral student in the choice of dissertation topic, and ensure that it is realistic and practicable
- support the doctoral student when ethical issues in the research arises
- examine manuscripts and other materials
- recommend courses and relevant literature of interest to the Doctoral Student
- provide support to the doctoral student in establishing contacts with other departments/institutions and collaborative partners in Sweden and abroad

²¹ Link to the [Faculty's Decision concerning Boards of Supervisors](#) (in Swedish)

- contribute to enabling the Doctoral Student to attend and participate in international conferences and meetings
- recommend funds from which grants can be applied for
- take into account gender equality and equal treatment issues.

Each doctoral student is assigned 80 hours of supervision per year, divided between the supervisors. The main supervisor has the primary responsibility concerning the approval of the dissertation script prior to the examination.²²

The course coordinator is responsible for managing, developing and coordinating a course in accordance with the intended learning outcomes in the syllabus. Course coordinators are also responsible for the implementation of the course evaluations and the compilation of course reports, continual development of the course and proposals for the revision of the course syllabi. Course coordinators also participate in the Board of Supervisors.

The **Head of Department** is, as mentioned earlier under the section about Bachelor's and Master's Education, responsible for ensuring that high-quality research and education is conducted within the Department's fields of activity and to promote the Department's cooperation with the community outside of the University. The Head of Department is also responsible for further developing the Department's activities in line with Malmö University's strategy, the Faculty's strategic priorities and the established quality objectives, within the framework of Department's available resources.²³

The Head of Department is responsible for the Department's operational planning, budgetary issues, and recruitment/continuing professional development planning. To assist with this and provide support, the Head of Department has the **management team of the Department**, in which **Head of each section** also are included. Together they plan the doctoral students' employment responsibilities at the Department (for example teaching Bachelor and Master students), which however may not exceed 20% of the position of employment. Prior to obtaining a position of employment at the Department services, doctoral students are offered a teacher training programme.

Faculty Level

Bachelor's and Master's Education

At the Faculty level there is a **Board of Education**, chaired by the Assistant Dean of Education, with the task and responsibility to make efforts to ensure that the Faculty's first-cycle and second-cycle education develop in accordance with

²² Link to the [Faculty's Study Handbook for Doctoral Education](#) where the supervisor's role is defined in the section [Supervision](#)

²³ Link to the [Dean's delegation to the Head of Department](#) (in Swedish)

Malmö University's vision, the University's and Faculty's strategic priorities and the established quality objectives, within the Faculty's available resources.²⁴

Other members of the Board of Education are the chairpersons of the course advisory committees, an additional teacher representative for each Department plus two student representatives. The Board of Education is working proactively with education-related quality issues focusing on exchanges of experience between the Departments. The Board of Education also constitutes a forum for promoting joint issues on behalf of the Faculty management, annual reviews of student rights and obligations, and of the course evaluation process, etc. All new courses and programmes are prepared in the Board of Education and it is the Chair (Assistant Dean of Education) who decides on the establishment of new courses.²⁵

The Board of Education meets four to five times per semester, and the Quality Coordinator is responsible for documenting and the distribution of memoranda notes. The Chair of the Education Board is also the Faculty's representative in the university-wide body for educational issues, is part of the Faculty's management team, and participates in the dialogue meetings with University Management and Department Management.

Doctoral Education

For doctoral education, there is a **Director of Doctoral Studies** at the Faculty level, who has the responsibility of ensuring that the Faculty's doctoral education is developed in accordance with Malmö University's strategy, the Faculty's strategic priorities and established quality objectives (within the Faculty's available resources), is responsible for coordinating the Faculty's doctoral education, and represents the Faculty in the university-wide body for doctoral education and research.²⁶

The Director of Doctoral Studies has the responsibility for coordinating the Faculty's doctoral education, which for instance means determining course offerings and appointing course coordinators for doctoral studies courses, in consultation with the Board of Supervisors. Furthermore, the Director of Doctoral Studies decides on approval of transferring credits from previous studies as well as studies at other universities, approves individual study plans (that have been prepared by the respective Board of Supervisors) and also decides on the course syllabi. Following the admission of new doctoral students, which takes place twice a year, the Director of Doctoral Studies is, together with the research administrator, responsible for the introduction to doctoral education.

²⁴ Link to the [Dean's delegation to the Assistant Dean of Education](#) (in Swedish)

²⁵ Link to the [Faculty's Instruction for setting up and the phasing-out of study programmes or courses, as well as the establishment and revision of course syllabi and degree programme syllabi](#) (in Swedish)

²⁶ Link to [Dean's Delegation to the Director of Doctoral Studies](#) (in Swedish)

The Director of Doctoral Studies also coordinates certain activities aimed at preparing doctoral students for both an academic career as well as a career outside the academic world. The doctoral students will have the opportunity to participate in a **mentoring programme** at the Faculty, called the Hands-on-Teaching Programme, where the mentors are experienced teachers who guide and support the doctoral students in teaching Bachelor and Master students (which can be part of their doctoral education). However, each individual doctoral student's career planning is part of the individual study plan, which is to be planned by the doctoral student together with the supervisor and is to be presented to the Board of Supervisors prior to being approved by the Director of Doctoral Studies.

The Board of Research and Doctoral Education is the preparing organ for the Faculty Board in strategic, development and quality regarding research and doctoral education. The Board of Research and Doctoral Education also constitutes a forum for discussion and consideration of joint issues on behalf of the Faculty Management. The Board of Research and Doctoral Education prepares course syllabi for decisions on approval and the Chair of the Board decides on appointment and possible changes of supervisors and examiners in the doctoral education. The Board of Research and Doctoral Education holds meetings six times per semester and in addition to the Dean, who serves as the Chairperson, the Board of Research and Doctoral Education consists of research coordinators, the Chairs of the Boards of Supervisors as well as representatives from relevant Research Centres, the Director of Doctoral Studies plus a doctoral student representative. The research administrator is responsible for documentation and distribution of memoranda notes.

For each doctoral student, the Chair of the Board of Research and Doctoral Education appoints a special **examiner** responsible for ensuring that the courses included in the doctoral education are relevant. The examiner reviews the progression and achievement of goals in the course part of the education. The examiner also confirms the revisions of the individual study plan. The examiner must hold the qualifications of a docent or higher, and have experience in supervising doctoral students in the research subject concerned.²⁷

Prior to the public defence of the dissertation, the Dean appoints the **Faculty Opponent** and the members of the **Examining Committee**, which consists of three or five members who should normally be qualified as docents. Gender equality considerations are to be taken into account with the choice of members. If, on reading the dissertation, the Faculty Opponent or any member of the Examining Committee finds that it suffers from serious deficiencies and concludes that it may

²⁷ Link to [Guidelines for specially appointed examiners in third-cycle education at the Faculty of Culture and Society](#)

not pass, the member should inform the Dean and the chairperson of the public defence about this in advance.²⁸

Common to all three education cycles

For each Department, **quality dialogues** are held annually **between the Department Management and the Faculty Management**. These quality dialogues encompass both Bachelor's and Master's education, as well as doctoral education and research. The Head of Department is responsible for, prior to the dialogue, providing the basis regarding the follow-up and development of quality improvement efforts and the quality in education and research including summaries from the Department's quality dialogues with programme coordinators and with the Board of Supervisors. At the Faculty's quality dialogues, the Dean, Pro Dean, Assistant Dean of Education, Head of Department, Heads of Sections, Director of Doctoral Studies, Educational Coordinator, Research Coordinator, Quality Coordinator, Administrative Officers, Student Representatives and Doctoral Student Representatives, and, when needed, other staff, such as controller/economist and HR-specialists, participate. The Quality Coordinator is responsible for the dialogues being documented in memoranda notes, which serve as a basis for the measures to be taken by the Department management and Faculty management. These quality dialogues provide input to the Departments' budgets, operational plans and the recruitment/continuing professional development planning and are complemented by briefer dialogues focusing on budgetary follow-up, operational plans and recruitment/continuing professional development planning three to four times a year. Following-up of the quality dialogues takes place at the next dialogue meeting and at quality dialogues with the University Management.

In addition to that students and doctoral students have representation in committees and boards, plus participate in quality dialogues between Department Management and the Faculty Management, **check-up meetings between Student Union/Doctoral Student Union representatives and the Faculty Management** are also held at regular intervals. For Bachelor's and Master's education, the Assistant Dean of Education, together with the Quality Coordinator, meets with the Student Union's faculty representative regularly once a month to discuss current issues. In the corresponding manner, the Director of Doctoral Studies and the Research Administrator have meetings twice a term with the Doctoral Student Union's faculty representative.

In addition, the Student Union's/Doctoral Student Union's faculty representatives receive information about which matters are to be decided upon at the Dean's decision-making meetings and can, if they so desire, attend these decision-making meetings which are held once a week.

²⁸ Link to the [Faculty's Directions for the process of public dissertation defence](#)

The Dean is responsible for the focus and quality of the Faculty's research and educational activities, including graduate schools, the implementation of agreed courses/programmes vis-a-vis the educational organisation, and joint collaboration with the business community and the society in general.²⁹ The Dean decides on, among other things, the allocation of resources to the Departments, admission³⁰ and the employment of doctoral students (and where applicable, licentiate students), the establishment of new courses in the doctoral education, and can additionally assign specific responsibilities to, for example, the Heads of Departments, the Board of Education, the Board of Research and Doctoral Education and the Boards of Supervisors.

To assist with this, the Dean has the **Faculty's management team**, which annually, prior to the allocation of resources and operational planning, discusses which activities will be prioritised in the continuous quality improvement work at Faculty and Department levels in the coming year, based on the University's and Faculty's strategic priorities. These discussions are then reflected in the Faculty's allocation of resources and/or in special assignments. The Faculty's management team consists of Dean, Pro Dean, Assistant Dean of Education, Heads of Departments and the Head of the Faculty's Administrative Office. The Quality Coordinator is responsible for producing memoranda notes at the management team meetings. Student and doctoral student representatives are invited to the Faculty's management team meetings when relevant issues are discussed and, when necessary, can also invite themselves.

The Faculty Board is responsible for the Faculty's strategies regarding research, education and associated collaboration within the framework of Malmö University's strategic plan, and is to follow-up on the Faculty's development with regard to quality in research, education and associated collaboration. It is also the Faculty Board which decides on the Departments' activities plans, applications to the Vice-Chancellor for establishment and phasing-out of Bachelor's and Master's programmes, applications to the Vice-Chancellor for establishment and phasing-out of doctoral education subjects. The Faculty Board also establishes general study plans for doctoral education.³¹

²⁹ Link to the [Vice-Chancellor's Delegation to the Dean](#) (in Swedish)

³⁰ Link to the Faculty's [admissions process in the Study Handbook for Doctoral Education](#)

³¹ Link to the [Vice-Chancellor's Delegation to the Faculty Board](#) (in Swedish)