

Nordic success – the case of Sweden

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Background

- 340 000 undergraduate students
- 25 000 postgraduate students
- 14 state universities
- 3 semi-private institutions
- 22 universities including 7 colleges of visual and performing art

Degrees

- 3 year Bachelor's degree
- 1 year's Master's degree
- 4 year's PhD
- Bologna 3-2-3 (3-1-4)

Objectives

- Assurance (control; accreditation)
 - Growth of higher education; 50 per cent goal
- Enhancement
- Information – no ranking or league tables

Ingredients

- Accreditation (1992 -)
- Institutional quality audit (1995 – 2002)
- Subject and programme review (2001 -)
- Thematic evaluations

Accreditation

- Accreditation for master's degrees (including Bologna masters)
- Accreditation for professional degrees
- Accreditation for attaining university status

Institutional quality audit

- Main goal – enhancement
- Review of institutional quality work
- Self-evaluation – peer review – site visit – public report – follow-up

Quality audit II

- Aspects considered (among others)
 - Academic leadership
 - Cooperation with stakeholders
 - Active participation of staff
 - Integration of quality work
 - Evaluation and follow-up activities
 - Internationalisation
 - Gender equality

Subject and programme review

- Evaluation of all subjects and programmes leading to a degree (1500 reviews)
- Six-year cycle
- Peer review with site visit, public report, feedback and follow-up (800 peers)
- Decision by the Agency (“accreditation”)

Subject and programme review II

- Aspects considered
 - Prerequisites (resources and teacher qualifications, library, laboratories etc)
 - Objectives and organisation
 - Teaching and examination methods
 - Theses
 - Completion rates

Thematic quality audits

How do universities deal with

- Internationalisation
- Co-operation with society
- Student influence
- Gender equality
- Student support?

Specificities

- Student involvement (including PhD students) as assessors
- A complete national picture of subjects and programmes
- Sanctions
- The inclusion of PhD programmes
- Systematic follow-up

Impact of quality audit

- Improvement of university leadership and strategies for quality assurance
- Improvement of student influence
- Improvement of co-operation with stakeholders (industry, employers etc.)
- Difficult to ascertain the impact of quality work on provision

Impact of programme and subject review

- About 10 per cent of programmes have been questioned, none have had their degrees revoked
- Improved teaching staff development and qualifications
- Co-operation, specialisation, concentration
- Teacher education – changes in Higher Education Ordinance, changes in organisation and teaching staff, changes in syllabi, course material and examination.

To practise what you teach

- Quality assurance of agency activities:
 - continuous internal monitoring
 - annual analytical summary
 - feedback from various actors
 - external monitoring and review

New model

- HEI internal systems for QA and enhancement
- A small number of subject and programme evaluations based on monitoring data
- Thematic evaluations (study guidance etc)
- Excellence in teaching and learning
- Review of the right to award degrees