

*Quality Audit of
Mid-Sweden
University College*

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Quality Audit of Mid-Sweden University College

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The University Chancellor's assessment

Mid-Sweden University College is going through a very dynamic phase of initial development. At the same time as the number of students is rapidly increasing, the organization is taking shape as a network institution, with the six locations in which the college has activities functioning as nodes in a network. In addition, there is a powerful drive to achieve the goal of becoming a university in the year 2000, thereby giving research and doctoral studies more prominence.

It is self-evident that such changes require the continuous evaluation and follow-up of quality to make sure it is maintained and enhanced. Looking forward is important, but just as important is retrospective reflection on activities and their results. Institutions of higher education themselves bear the primary responsibility for the quality of their activities. It is not clear from the audit team's report, however, whether such continuous quality evaluation and comparison with "best case" achievements is undertaken to any great extent.

Mid-Sweden University College has a strong management team that has formulated admirable plans and policy documents for the future development of the college and for dealing with quality issues, including gender equality. These plans are based on a number of fundamental ideas which are intended to serve as a foundation for the work of the college. The first of these ideas has been formulated as "persistence through change".

There would seem to be too large a gap between the policy statements and ideas of the management and the everyday reality of institutional activities, however. Even though there is strong support for the general goals of the college and its emphasis on quality enhancement, for instance, it is not completely clear how the objectives are to be attained and what concrete actions are needed at departmental level.

With all the various tasks to be performed by the staff of Mid-Sweden University College, there would at times appear to be a feeling of not being able to find the time for quality enhancement activities, at least not to the extent desirable. This is understandable, but means that it is doubly important for college management to consciously endeavour to demonstrate how successful activities for the enhancement of quality actually facilitate the work of the college in the long run rather than merely giving rise to an increased work load.

For quality enhancement activities to keep up their momentum and develop, therefore, it must be evident, on the basis of concrete examples, that they produce results in the shape of higher quality.

The key to this process is follow-up. To borrow the basic ideas of the college to reflect the importance of constant follow-up, one might argue that “persistence creates change”. Persistent, conscious and systematic quality enhancement activities bring about changes involving constantly improving standards. As the audit team notes, Mid-Sweden University College will have to elaborate a policy and routines for the systematic follow-up of programmes of study and courses.

The admirable goal of creating a network institution of higher education sets a very challenging goal for Mid-Sweden University College. From a purely technical point of view, this would seem to be the right time to introduce such a change, given the great advances now being made in the field of telecommunications. The greatest difficulty, however, would appear to lie in the task of creating a shared culture and educational environment for the whole college on the basis of the current situation of a university college which represents both old and well-known educational environments and new opportunities. In this respect, too, there would seem to be gaps between the college’s ideas and plans, which are both interesting and attractive, and their practical realization. The students, at least, appear to perceive more competition than cooperation between the various college locations. This, however, is not particularly surprising. According to current norms, competition and cooperation are opposed and exclude each other. It is, however, becoming more and more apparent that in the network society of the future competition and cooperation will supplement each other. This is the perspective the college needs to adopt to be characterized as a real network university college.

An important task for a network institution is to combine the advantages of both small and large institutions while avoiding their disadvantages. It is, however, too soon to make any claims concerning the extent to which this will be possible.

The competence and attitudes of the teaching staff constitute the most important factor for quality and successful quality enhancement activities. Recruitment and the continuous development of staff competence would therefore seem to be the most urgent issue for Mid-Sweden University College, especially in view of the increasingly difficult recruitment situation in Sweden. The management appears to be aware of this problem.

Mid-Sweden University College has a number of international contacts and may be expected to make many more if the concept of the network college becomes a reality. It is therefore surprising that its international student exchange activities are relatively insignificant. Mobility, both with respect to students and staff, is one of the most powerful factors in the enhancement of quality. For this reason the college should strongly encourage international exchanges for both its students and staff.

This applies equally to the issue of gender equality. The difficulty here would seem to lie in transforming excellent gender equality plans into tangible results.

The situation with regard to IT and its significance for gender equality should be studied with particular care. Since IT will be the foundation technology for the network university, it is especially important that everybody should have equally good opportunities to participate in it and to contribute to its development. I assume, of course, that the college management will take active steps to promote this.

An important prerequisite for effective quality enhancement activities is the participation of everyone involved. This participation applies to both individuals and to organizational units. It is encouraging to note that systematic quality enhancement activities appear to be in progress at a number of central services units, with the Student Affairs Unit providing a good example. In other units, quality enhancement activities have not yet been initiated or are still in their earliest stages. An important task for management will be to provide knowledge of quality enhancement activities to these units and to motivate them to participate fully.

Even though the audit team does not give a completely unambiguous answer to the question of whether or not Mid-Sweden University College is pursuing adequate and systematic quality enhancement activities, it is quite clear that the college under the leadership of its Vice-Chancellor and its management is devoting a good deal of creative energy to and putting a lot of enthusiastic and forward-looking work into creating a new university that will be characterized by an emphasis on high quality and the fusion of tradition with completely new methods of work. The most immediate task is to turn all the visions, plans and ideas into viable, concrete reality. Ongoing competence development for the staff and successful recruitment will be the two most important factors enabling Mid-Sweden University College to achieve its admirable and ambitious goal of becoming a university of the future.

We look forward to ongoing contact with Mid-Sweden University College, and also to the opportunity of returning next year to continue our discussions on the development of systematic quality enhancement activities and the effects these have had on the work of the college.

Stig Hagström
University Chancellor

The work of the audit team

The audit team

The audit team had the following members:

- Anders Flodström (Chair), Vice-Chancellor of Linköping University
- Henning Johansson, Professor of Education at Luleå Institute of Technology
- Agneta Jørgensen-Carlsöö, Managing Director of Nord och Syd Europa AB
- Ole-Jacob Skodvin, researcher at the Norwegian Institute for Studies in Research and Education, Oslo
- Helena Söderlind, student at the Stockholm Institute of Education

Catharina Andersson, acting Pro-Vice-Chancellor of Dalarna University College, was the audit team Secretary. Malin Östling was the team's liaison officer at the National Agency for Higher Education.

For material used in the audit, see Appendix 1.

The evaluation process

The initial meeting was held at the National Agency for Higher Education on 10 October 1996. Those present were Kari Marklund, Vice-Chancellor, Ewa Magnusson, Director of Education, Dan Gyllbäck, student representative (all of Mid-Sweden University College), Anders Flodström (Chair), Björn Andersson (Secretary), and Paul Almfelt and Malin Östling of the National Agency for Higher Education. At this meeting the representatives of Mid-Sweden University College stressed that the imminent audit would have to take into consideration the distribution of the university college over a number of different locations. "We wish to be independent of location. Are we? Is such independence a quality factor?"

On 28 January 1997, the audit team participated in a seminar in Stockholm arranged by the National Agency for Higher Education. The purpose of the seminar was to provide a general introduction for the audit team and to allow the members of the team to become acquainted.

In early March, all the members of the audit team had received Mid-Sweden University College's Self-Evaluation Report and had been encouraged to submit their opinions on this report to Malin Östling on the basis of the National Agency for Higher Education's guidelines as set out in *Handledning för bedömare av kvalitetsarbete vid universitet och högskolor* (Manual for quality auditors at institutions of higher education), 1995.

On 12 March 1997, at a meeting at the National Agency for Higher Education, the team discussed the Self-Evaluation Report and other written material submitted, and scheduled the site visit. At the meeting the team reached agreement concerning certain general issues and allocated various tasks among themselves in preparation for their visit to Mid-Sweden University College.

The site visit took place on 7-10 April 1997 (for the programme, see Appendix 2). On 15 May the audit team assembled in Stockholm to discuss and prepare the preliminary report.

The feedback meeting took place at Mid-Sweden University College on 2 September 1997.

Starting points for the audit

Brief description of the institution of higher education being audited

Mid-Sweden University College (MSUC) is a university college undergoing vigorous expansion. It was created in 1993 by the amalgamation of the University College of Sundsvall/Härnösand and the University College of Östersund. In 1994-1995, the Health Sciences Colleges of Östersund and Sundsvall were integrated into MSUC. The dimensions of this expansion may be illustrated by comparing the financial turnover of 1993, amounting to 283 million kronor, of which 15 million kronor constituted research funding, with the current turnover of 461 million kronor, of which 61 million kronor constitute research funding.

There are some 12,000 students at MSUC today, including 8,350 full-time students and 3,300 distance students. There are approx. 800 employees. The figures may be compared with those of 1993-1994, for which MSUC reported a total of 6,845 full-time students and approx. 585 employees.

The programmes of study are divided among 17 departments organized in four sectors:

- Communications and Humanities
- Management and Education
- Science and Technology
- Social Work and Health Sciences

Seventy programmes of study are offered, together with nearly 500 courses. The activities of MSUC are conducted in regional, national and international networks. Great efforts are being made to apply distance-bridging methods in teaching, research and contacts with the community.

MSUC provides tuition at six locations: Bispgården, Hudiksvall, Härnösand, Sundsvall, Örnsköldsvik and Östersund. Each location has its own responsible officer. These officers have no operational responsibilities, however, but function as binding agents between MSUC and the location and its community. Parts of sectors and departments may be located at different places, which entails the same subject and programme of study being available in several locations.

The management group at MSUC consists of the Vice-Chancellor, the Pro-Vice-Chancellor, a student representative and the four sector heads. The students are divided into four unions, located in Östersund, Sundsvall, Härnösand and Örnsköldsvik.

MSUC has the goal of obtaining university status in the year 2000.

Brief description of quality enhancement activities at Mid-Sweden University College

In 1993, a quality enhancement plan was adopted providing guidelines for quality development. In addition to these guidelines, there are also quality plans for departments and most other units. College management allocates departmental assignments, and these are followed up together with the quality plans in conjunction with the annual departmental visits. The task of the Vice-Chancellor is to coordinate and, in collaboration with the Governing Body, to create the prerequisites for ongoing quality enhancement. Operative responsibility for quality enhancement activities rests with the departments and the administrative units, while the sectors have the task of initiating, stimulating and following-up these activities. The Research Board at MSUC has the task of carrying out quality enhancement activities in the field of research. Every year the Governing Body receives a report both orally and in writing concerning the quality enhancement activities undertaken during the year.

MSUC's objective of obtaining university status in the year 2000 has entailed extra emphasis on quality enhancement in a number of areas. As a result of such efforts, between 1993 and 1996 MSUC was granted the right to award degrees at Master's level in twelve subjects. The right to award degrees for teachers (compulsory school grades 4-9) was also obtained. During the autumn of 1996 an application for the right to award Master's degrees in a further ten subjects and to award degrees to future upper secondary school teachers was submitted. After assessing the situation at the college, the evaluation team of the National Agency for Higher Education proposed granting MSUC the right to create twelve professorships.

During the budget period 1993-1996, MSUC received some 4.5 million kronor for further pedagogical training for staff teaching at undergraduate education level. A further 1.24 million kronor were used for projects aimed at developing educational methods such as self-evaluation at the Students unit, improvement efforts in teacher training, the educational policy publication *Lysande pedagogik i progressivt nätverk* (Outstanding educational methods in a progressive network) and the series of reports entitled *Pedagogisk forskning och förnyelse i Mitthögskolan* (Educational research and innovation at Mid-Sweden University College). Four million kronor were used for supporting staff in the development of distance learning courses. Of the 17 teachers who were granted funds for competence development/research training, seven obtained licentiate degrees and one obtained a PhD.

Starting points for the audit

We wish to point out at once the difficulties involved in performing a just audit of the quality enhancement activities being undertaken. Our analysis has been

affected by the brief time available, the selection of documents used, the selection of people to be interviewed, the interviews themselves and the audit team's – necessarily — subjective interpretations in various areas of interest.

Previous reports regarding the assessment of quality enhancement activities at institutions of higher education have shown how difficult it is to distinguish between quality and quality enhancement activities. During discussions with staff of all categories at MSUC it also emerged how difficult it was to make this distinction. For institutions of higher education, it is the quality of basic higher education, research training and research that is the essential thing, whereas quality enhancement activities have been given far less attention. Maintaining high quality used to be seen as self-evident by many teachers in higher education, something often managed on an informal and individual basis, whereas describing the path to this goal – quality enhancement activities – had lower status until formal requirements compelled a change of attitude.

In preparation for the audit by the National Agency for Higher Education, directives were issued to sectors, departments and other units of MSUC to perform a self-evaluation on the basis of SWOT guidelines (strengths, weaknesses, opportunities, threats) as set out in appendices to Missive 1996-10-23 of October 1996. The sectors collected and compiled the departmental analyses. The other units submitted their analyses directly to management. Finally, a comprehensive compilation for the whole of MSUC was produced by management and submitted as MSUC's self-evaluation report. The management emphasizes that the report is not merely a descriptive compilation of the various unit-level analyses, but that it is imbued with the management's views on quality enhancement activities.

The work of the audit team was based on the National Agency for Higher Education report entitled *The National Quality Audit of Higher Education in Sweden*. We have tried to take into consideration both the factors given there as characteristic of an exemplary institution of higher education and those aspects considered relevant in this connection such as strategies, leadership, stakeholder cooperation, general participation, integration, evaluation and follow-up procedures and external professional relations.

In 1995, the Governing Body of MSUC declared that the following ideas or theses should permeate every aspect of the college's activities:

- persistence through change
- focus on the student
- independence of distance, and
- networking

MSUC emphasizes that it has the advantages of small institutions of higher education thanks to its small size at each location. In addition, MSUC channels its activities towards cross-disciplinary fields such as natural resources, human resources and communications resources. We tried to take these theses and

profiles into consideration in our analysis of MSUC's quality enhancement activities.

MSUC distinguishes itself from many other institutions of higher education by being a network college. In contrast to a traditional institution of higher education, where all activities are essentially gathered in one place, a network college is characterized by having its various activities distributed over geographically separate locations or campuses. Network organizations consist of different nodes connected by various links. In completely integrated networks, none of the component nodes should in principle be possible to be defined as leading. They represent a decentralized model of management and leadership. Management is distributed over the various units. Charles Stuart University in Australia and MSUC are both examples of integrated networks.

In network literature three different kinds of network are distinguished: *infrastructural*, *organizational* and *social*. For a network like MSUC to maintain itself and work well, all the component networks, infrastructural, social and organizational, have to function. This in turn depends on the strength of the links between the component parts.

Another of MSUC's fundamental theses concerns independence of distance. In concrete terms this means that as a network college with geographically separate units MSUC should be an organization where activities take place to as great an extent as possible independently of time and space. MSUC has the explicit objective of integrating educational methods used in distance learning into normal on-site teaching. MSUC uses the concept of network pedagogics or flexible learning, and orients this towards full-time students at the various college locations.

"Flexible learning" was developed in Australia. Not at the expense of traditional forms of tuition, but more as a useful supplement. The idea is that the educational models of distance learning have influenced traditional models through critical reflection on methods of instruction and an open attitude to the ability of all students to take responsibility for their own learning. The development of learning materials such as text, video, and interactive media including the Internet and the World Wide Web is proceeding apace and is being used in a growing number of contexts.

A general goal is to raise the level of methodological awareness and to make students independent of time and space. To a certain extent it may be said that flexible learning liberates working capacity in the staff, which leads to a willingness to get involved in this kind of development project.

The quality audit

Management strategy for quality enhancement

During the course of 1993, the Heads of Department at the university colleges of Sundsvall/Härnösand and Östersund elaborated the principles underlying quality enhancement activities at MSUC. This work was continued by a group that was known as the quality team and resulted in a document entitled *Riktlinjer för kvalitetsutveckling vid Mitthögskolan 1993-11-22* (Guidelines for quality development at Mid-Sweden University College 22 Nov 1993). The main body of the document was then discussed and approved by the interim Governing Body of MSUC. The guidelines came into force on 1 January 1994 and still apply.

The Governing Body of MSUC has declared that the ideas or theses of *persistence through change* and *focus on the student* must permeate its activities and that *independence of distance* and *networking* must become the distinguishing characteristics of MSUC. The college's operations would cover the areas of *natural resources*, *communications resources* and *human resources*. Central elements in MSUC's activities are *lifelong learning*, *distance learning* and *flexible learning*.

Various policy documents such as *Strategisk marknadsplan för Mitthögskolan* (Strategic marketing programme for Mid-Sweden University College), *Arbetsmiljöpolicy för Mitthögskolan* (Workplace environment policy for Mid-Sweden University College), *Jämställdhetsplan för Mitthögskolan 1996-1999* (Gender equality plan for Mid-Sweden University College 1996-1999), *Fördjupad anslagsframställning 1997-1999* (budget request 1997-1999), *Lysande pedagogik i progressivt nätverk* (Outstanding educational methods in a progressive network) have meant that educational policy at MSUC has become a bearer of the institution's fundamental operational concept.

The sector heads are responsible for elaborating principles and guidelines for quality enhancement activities, which are carried out in different ways within different sectors. There are Study Councils in the Science and Technology and the Social Work and Health Sciences sectors. Quality enhancement activities are directed by the department boards in the Communications and Humanities sectors. Activities in the Management and Education sector are directed by the management team, although teacher training has a board of its own. Quality enhancement activities are followed up department by department by way of the Vice-Chancellor's departmental visits. On reading through the minutes of departmental follow-ups, the audit team noticed that quality enhancement activities were making progress in certain departments, while in others identical shortcomings were noted in subsequent years, too.

The role of the heads of departments in quality enhancement activities is to give them structure and to organize them. The actual responsibility lies with the directors of studies and those responsible for the different subjects. In reality, quality enhancement activities appear to be carried out rather informally by individual staff members at departmental level. Some departments, such as Health and Social Care in Östersund, have a quality council. Every department has a quality enhancement plan. This is elaborated in a process of dialogue with the sector in question, and appears to be a job that is done by the head of the department in most cases. Support is obtained for the plans, which must harmonize with the department's assignment, on the board of the department. The opinion was voiced that the department's assignment should be more influential. At the same time it was mentioned that there are too many documents relating to quality enhancement activities, gender equality, etc., and that they are not always rooted in the concrete activities of the departments. One department insisted that quality enhancement activities should be seen as a process that is also dependent on available resources. In a phase of powerful expansion, it is not easy to find the time for quality enhancement activities if the resources are not available.

We ascertained that the quality enhancement activities of different departments are very varied, perhaps due to the real differences between departments and the fact that they work in different ways in other matters, too, as well as enjoying different levels of funding. The process itself is considered to be the most important aspect of quality enhancement activities. The quality enhancement activities of the management "are on a different level". To have an impact, the staff consider that such activities should come from below.

In the quality documents, the activities themselves are often described, that is to say, the actual things done. This is followed by a list of objectives for quality enhancement activities. What is lacking is an account of how they are to be achieved in reality. The documents would benefit from containing analyses referring to the local, national and international situational context, previous evaluations, student and staff views and a plan for ways of continuing the work, the scope of possible changes and a deadline for the completion of such work. In this way it would to some extent be possible to measure the success of quality enhancement activities.

The audit team saw the implementation of the operational concept, the various policy documents and the execution of the self-evaluation as the actions of a strong management with clearly formulated objectives. We are not sure that the implementation has been completely successful, however. Management working by way of processes at various levels is usually successful, but it is important that the feedback received really reflects all the parts of an organization. That this is not the case is indicated by the various definitions we were given of the slogan "persistence through change", for instance, originating in different parts of the college, and also by the fact that few staff or students had heard of the self-evaluation or participated in producing it.

We also wish to point out that the self-evaluation report would have benefited from having an introduction containing information about its origins and a conclusion analyzing quality enhancement activities and the various mechanisms and processes involved.

Networks and independence of distance

MSUC has adopted the profile of a network institution independent of distance. For this purpose, various systems of information and communications have been developed. The Information Services Unit is responsible for quality enhancement activities in the IT field, including work on the network MittNet and experimental work on broad band technology with a view to producing faster and more efficient network solutions. Training for users is organized. At campus locations, there are studio facilities for two-or-more-way video communication (PictureTel). A commuter rail link ("Braintrain") connects Sundsvall, Östersund and Härnösand. Students with access to a computer are able not just to connect up to MittNet, but are also able to log on to MittLib from their rooms. Resources have been allocated to further develop distance-bridging technology and educational methodology.

Working with a network is seen by both management and staff as a demanding activity. There are different cultures in different departments and at different locations within MSUC, a circumstance which has led the humanities departments to be divided between Östersund and Härnösand. There are also different cultures within the engineering programmes of study: one emanating from an upper secondary school background, and another from higher education. In these circumstances it is not easy to discuss quality and conduct unified quality enhancement activities.

The existence of the network has, however, stimulated collaborative efforts between Östersund, Sundsvall and Härnösand in a number of subject areas. Thinking and working in networks is experienced in both positive and negative ways. Staff occasionally divide their time between different locations, which has led to quality enhancement in certain areas. In Östersund, for instance, a centre for management development in schools has been created on the basis of network cooperation. There are unified course curricula in different subjects at different places, but there are also examples of the contrary, in the humanities, for instance. Informal contacts between the locations have increased and students circulate within Mid-Sweden University College. The competitive relationship between the different locations provides a spur, but is not undividedly beneficial. The battle for resources often rears its head, and local issues are perceived as more important. Our view is that networking at MSUC works best through informal contacts and in small-scale projects. The technology requires further development, however, before the network will be able to function optimally.

The students do not perceive MSUC to be a single entity. In their view each location works in its own way. The departments and locations all embody their own particular histories. The competition between programmes of study described by the management and heads of department as stimulating standards is seen by the students as leading to more conflicts than positive effects. The locations compete among themselves on issues such as whether Östersund or Sundsvall should have professorships.

The Sundsvall students feel that Sundsvall is a college in its own right. In Örnsköldsvik we received the impression that they did not form part of Mid-Sweden University College. They do, however, have a well-developed collaborative relationship with local industrial companies. New programmes of study, for instance, have a management group from that source. In addition, industrial collaboration has been further developed on the basis of research work and degree projects.

Where the administrative and central services units are concerned, there are advantages to networking in the area covered by the Student Affairs Unit. The dimensions produced by the creation of MSUC have both effectivized and improved various routines such as the preparation of degree certification.

Individual departments set aside funds for marketing and use them without contacting the central information department, which entails non-optimal use of resources and poorer functioning of internal information channels. The information department finds it difficult to get information from the departments.

In distance learning, the internal television (ITV) system is made good use of, and every campus site has at least one ITV studio. MSUC collaborates with various study centres in the region and frequently broadcasts to different locations at the same time. Since ITV does not render courses independent of space or time, it is more and more often being replaced by netborne communications such as First Class and above all the Internet. Modern instructional media such as CD-ROM discs, video and audio tapes are being developed. A pedagogical and graphic template for developing study guides has been elaborated over the years. The study guide is available both in hard copy and on the Net in digital format.

Distance students are found partly at MSUC and partly at the Swedish University College of Distance Learning, a collaborative project between MSUC and the university colleges of Örebro, Gävle/Sandviken and Karlskrona/Ronneby, as well as the adult education association, TBV, and the Swedish Educational Broadcasting Company (UR). The College of Distance Learning has more than 2,000 participants from all over the country enrolled in its courses. A CD-ROM produced by staff at MSUC and the University College of Karlskrona/Ronneby was awarded an educational prize.

The distance students interviewed by the audit team were at Mid-Sweden University College. They assemble at the college four or five times a term, to receive three to five days of intensive teacher-led tuition and supervision. Other contacts are maintained by e-mail, fax, telephone or letter. Both those responsible for distance tuition and distance students considered that young students fresh from upper secondary school should opt for studies on campus and not distance studies. The social and educational environment on campus was considered important. Some experience of adult life was considered a prerequisite for successful distance studies. At MSUC, students may simultaneously be on campus and pursuing distance studies via the network.

The distance students we spoke to were highly satisfied. The staff, however, consider that the technology must be developed further if the programmes of study are to function as stated in the policy documents. The four distance students we interviewed had no access to computers of their own, which limits the use of computer technology in their studies.

The Governing Body of MSUC has decided that the departments should develop at least two distance courses per year, and by the year 2000 most of the courses on offer should be independently available on the network. In this context the development of links is spoken of in terms of “shuttle buses” and the development of train connections such as the “braintrain” already in operation between Sundsvall, Östersund and Härnösand.

The audit team is well aware that it takes considerable time and money to develop distance studies and networks, and considers that MSUC is moving in the right direction, thanks among other things to the “Greenhouse” with its basic responsibilities for flexible learning. The “Greenhouse” is considered to be a “virtual support function”, in which the staff of MSUC are given the opportunity to take courses in flexible learning. MSUC does not yet have a finished definition of “flexible learning”, however. The development of technology is a slow business — people “want to know what use it will be”.

Participation by staff and students

The role of the heads of department in quality enhancement activities is to provide a structure for them, by elaborating quality plans for their department in a dialogue with their sector. Support for the plan, which has to harmonize with the departmental assignment, is obtained on the board of the department. The directors of studies and those responsible for the subjects also have their individual responsibilities. Some departments such as Health Sciences and Care in Östersund have a quality council.

The four sector heads consider that the expansion of MSUC has affected its quality enhancement activities. There is no time to conduct an evaluation before the next round of changes is due to be implemented. “How can quality enhancement activities be carried out with 1,000 new places?” The staff state

that they do not always have the time to do the things they would wish. Quality enhancement is something done when there is time over, and such activities are often carried out informally. The audit team is aware that such activities depend on available resources, and that in a phase of vigorous expansion it will be difficult to find the time for quality enhancement activities if there are no resources.

The policy documents for quality enhancement activities, gender equality, etc, are not always implemented in college operations. Quality enhancement activities are regarded as a process that takes place independently of these documents.

One of the theses fundamental to MSUC is “focus on the student”. The students are represented on the management team and on the boards of departments as well as in the quality teams at certain departments. On an informal plane, too, cooperation between students and staff is good, especially in Örnköldsvik, where access to teaching staff appears to be excellent. Personal contact with teaching staff is important and usually works very well.

Course evaluations, group discussions or large-scale evaluations are carried out at most departments and are often initiated by the students through their programme societies. The students frequently ask how such evaluations are followed up, however. A good deal seems to depend on informal and personal initiatives. Quality enhancement activities would benefit both from a structuring of evaluations of various kinds and from their collection and accessibility for future staff and students.

The students, too, experience the rapid rate of expansion as a problem. There is in their opinion too great a surplus intake of students, making the teaching groups larger and providing what amounts to an inferior education from a student point of view.

The students’ awareness of MSUC’s quality enhancement activities is related to their place of study. The highest level of awareness of this aspect of college work was found in Sundsvall. Bearing the slogan “focus on the student” in mind, student participation in quality enhancement activities should be at a higher level than we saw. The audit team interpreted this as a problem of information and communication.

Cooperation with stakeholders

In its documents, MSUC emphasizes the importance of first-class cooperation with companies and public agencies in the region. Regional support is strong. The university college is important for the region and is seen as a motive force that should be actively supported in the current process of regional development. MSUC is also supported financially by the community in which it works.

MSUC organizes contract courses of study in a number of different areas. Its target groups comprise business and manufacturing, agencies, organizations and the school system. According to the policy documents of the Governing Body, contract courses are intended to stimulate the transfer of knowledge between the university college and the community and to develop links between the college and the region.

Departments have appointed liaison officers for business and manufacturing from their teaching and research staff to differing extents. The Contact and Information Centre constitutes an interface between MSUC and the surrounding community, and supports the departments in their external contacts.

MSUC's students write papers or complete degree projects in close collaboration with nearby industrial companies – chemistry students in Sundsvall, for instance, and engineering students in Örnsköldsvik. A catalogue with outside suggestions for term papers is compiled each year. Research collaboration is found in a number of areas, such as cellulose processing technology. These collaborative projects contribute to the development of both the MSUC and local industry according to potential employers.

Mittforum is an organization providing opportunities for discussing the orientation of research and development at Mid-Sweden University College. A catalogue of MSUC's research projects is available (Research 1996). Within the framework of study centres, the needs and wishes of local authorities with respect to the programmes of study on offer can be discerned. The amalgamation of MSUC and the health sciences programmes of study provides a good example of MSUC's cooperation with the county councils of the region.

In the Science and Technology sector, situational analyses of the needs and resources of the local business community in relation to programmes of study and quality enhancement are carried out. Potential employer evaluations are carried out at certain departments. The Department of Tourism Sciences uses former students in its innovation programmes, for instance, the Department of Technology and Resource Management contacts employers to help make an assessment of student competence, and the Department of Social Work gets feedback on its programmes of study from its work placement supervisors. In conjunction with revising the programmes of study at the Department of Human Resources, Business Development and the Environment, potential employers have been utilized. Each department thus develops its own approach. It was not possible for the audit team to determine whether every department has the routines and staff resources at its disposal to undertake this particular kind of quality enhancement activity.

One stakeholder expressed a certain disappointment in an interview with the audit team, finding little evidence of the cross-disciplinary emphasis MSUC claims to provide. Cooperation with local authorities could also be improved if there were more collaboration in relation to work placement, according to some

local authority representatives. In sum, however, the audit team ascertained that MSUC is well rooted in the counties of the region and is considered to have great significance for regional development.

Teaching, examinations and research links

In MSUC's educational methods policy document of 1995, *Lysande pedagogik i progressivt nätverk* (Outstanding educational methods in a progressive network), it is stressed, among many other things, that MSUC strives in its teaching to increase the students' ability:

- to seek information and to document in writing the knowledge obtained
- to be able to develop and adapt theories, models and methods to new, unforeseen and/or highly changeable applications
- to learn independently or in collaboration with others to identify and appropriate new and relevant knowledge — to learn to learn.

These goals have been adopted “partly to better adapt activities to the increased pace of change in the future and partly to achieve the necessary reinforcement of the links between education, research and development”.

The educational methods policy further deals with matters including teaching skills and measures for improving these, but we found no section explicitly dealing with forms of teaching or examination or research links. On the other hand, documents from the departmental visits submitted to the audit team indicate that discussions concerning issues of basic higher education and research are constantly in progress. Some of the departmental quality enhancement documents contained concrete examples of the development of forms of teaching and examination.

Methods of tuition that increase the students' ability to see the whole of a set of problems are emphasized by the Department of Technology and Resource Management, for instance. Distance learning methodology is being developed in many departments and in the “Greenhouse”. In the long term, the Department of Company and Administrative Development sees a growing individualization of programmes of study due to the development of technology reducing dependence on time and space, whereas for the moment, owing to the pressing financial situation, lectures and classes, supervision, seminars and examinations are used as instruments of teaching. At the Department of Human Resources, Business Development and the Environment, a 20-credit course of study for entrepreneurs is available using process-oriented teaching methods in which the participants themselves help to create the prerequisites for their own course. On the basis of the experience gained from this course, attempts are now being made to develop the training of psychologists in a more experimental and interactive direction. The Department of Media and Communications Sciences is testing new forms of examination.

Some departments, including the Department for Tourism Sciences, give courses in methodology in the very first term in order to increase understanding of the needs of research. Research-based literature and scientific journals are also used in teaching, while the research links of the Department of Physics and Mathematics, for instance, are mainly restricted to courses at a higher level. Research links seem to work well in more advanced courses and in term paper and degree projects. The educational background of the staff often reflects the extent of research links.

In the interviews it emerged that quality enhancement activities related to the development of forms of teaching and examination have received less attention during the phase of vigorous expansion. At the Department of Media and Communications Sciences, however, special funding has been set aside for developing methods of tuition.

In certain of the engineering programmes of study, problem-based learning has been used. The Department of Company and Administrative Development is conducting trials of problem-based learning networks and CD-ROM tuition. The Department of Health Sciences is testing problem-based learning methods, as is the Department of Chemistry and Process Technology, although these departments are doing this mainly during third and fourth term courses. The Department of Technology and Resource Management, the Department of Informatics, and the Department of Human Resources, Business Development and the Environment are also testing project-oriented methods and problem-based learning to differing extents. No studies appear to have been done prior to the trials, however, and there seems to be no real awareness of why problem-based learning is being used. The audit team got the impression that it was being done for the sake of doing “something new” and not because other forms of teaching had been evaluated and found wanting thus giving rise to a need for new methods.

In its quality enhancement activities, MSUC occasionally makes use of external examiners. In the process of revising and developing programmes of study, external help may also be used. This was done by the Department of Human Resources, Business Development and the Environment, for instance.

A number of students considered that the development of cross-disciplinary courses and new methods of teaching and examination is proceeding slowly. One student thought that the planning for problem-based learning was inadequate and considered that the forms of examination used did not work.

Evaluation of programmes and courses

In the appendix to the guidelines for quality development it is stated that every department shall:

- participate actively in the general follow-ups and the evaluations of major programmes of study decided by the Governing Body

- carry out a major evaluation each year
- evaluate each course at least once during a three-year period

Ongoing follow-up and evaluation of activities is carried out by the Governing Body and the management team. The Vice-Chancellor regularly visits the departments of MSUC for the purposes of follow-up. The follow-up of MSUC's quality enhancement and development activities takes place in part in informal sector meetings and subject conferences, and in part in formal educational councils. At departmental level follow-up takes place partly by way of informal departmental meetings and subject conferences and partly in the work of departmental boards and management teams.

Apart from its internal quality follow-ups, MSUC has also participated in national evaluations of compulsory school teacher, Master's and health sciences programmes of study.

Course evaluations and other evaluations are used to different extents, often with students in positions of responsibility. Some departments conduct potential employer evaluations. Each department develops its own system in accordance with the general guidelines. It was not possible for the audit team to establish whether every department has routines for this kind of quality enhancement activity. From the point of view of quality enhancement, it is important for MSUC to follow through its plans for developing a support structure for a more systematic approach to follow-up activities.

In-service training and the recruitment of teaching staff

There is consensus at MSUC that all sectors and departments should be complete in terms of higher education requirements. This means that they should have undergraduate and research training, research and full professorships. Most of the teachers should have the scientific and pedagogical qualifications for lectureships in higher education. To achieve this, funds are set aside for the development of staff in educational methodology and for their doctoral studies. There is active recruitment of staff with postgraduate and pedagogical qualifications, and financial and other support is provided for postgraduate students. Concrete recommendations for developing teaching skills are formulated in the educational methods policy document. New staff are given the opportunity of taking a course in educational methodology, covering the methodology, pedagogics and technology of distance learning.

The number of staff with PhDs varies from department to department, and this is a factor which has probably given rise to the differences we saw in relation to research links and research collaboration at different departments.

It is not always easy for MSUC or for other institutions of higher education to recruit qualified staff. For this reason, many departments see quality enhancement

activities as the provision of competence development to the staff. It is, however, difficult to develop competence when stand-in staff cannot be found. The teaching staff is concerned that students should not suffer and this means that competence development receives lower priority. Expansion brings with it strains on both activities and teaching staff. The staff are offered postgraduate posts and part-time research training, but the teaching posts are in themselves so burdened with tasks that studies must sometimes be pursued in addition to a full-time teaching load. Is there any risk of burnout, and of MSUC losing enthusiastic individuals? One or two students put forward the possibility of using people from local industry as teaching staff to ease the recruitment situation and in this way also ease the load of heavily burdened lecturers.

Professorial programmes are seen by certain departments as a question of survival. Here too there are problems with recruitment. The audit team, however, considers that the level of awareness of these problems at MSUC provides a good basis for successful recruitment of professors and teaching staff in the longer term.

Internationalization

MSUC has a strategy for internationalization (HS 1994), an action programme for internationalization (Vice-Chancellor's decision 1995) and a European policy (Vice-Chancellor's decision 1996). In addition, individual departments have various sets of measures. There are international officers at the Student Affairs Unit and at the departments.

In the strategy document for internationalization, the concept of internationalization is used to describe two processes of change primarily in basic higher education: *internal internationalization*, which is characterized by the internationalization of the surrounding community, and *external internationalization*, which is concerned with student, teaching staff and researcher exchanges.

In our interviews with the students, internal internationalization did not seem to be very well known, and they seemed to be poorly informed about the opportunities available for international exchanges.

Research cooperation exists in the international sphere. Students at a number of different departments do work placement practice abroad. Others take courses for which they receive credits. The Department of Technology and Resource Management is involved in a Nordplus cooperation scheme which leads to a degree in both Sweden and Norway.

The dimensions of student exchanges are however small by comparison with the size of MSUC. There were 90 students who travelled abroad in 1995-1996, while there were 54 students from other countries at MSUC. More ambitious

goals for the coming period are expressed in the departments' descriptions of their quality enhancement activities, however, and internationalization is described as an important instrument in this work.

Gender equality

MSUC has adopted a Gender Equality Programme for 1996-1999. MSUC has a central coordinator and liaison officer for gender equality activities. In collaboration with MSUC's gender equality committee the liaison officer coordinates these activities, initiates projects and is responsible for the execution and follow-up of the gender equality programme. Funds are set aside each year for gender equality activities. Each department has an action plan and a gender equality liaison officer.

The gender equality situation in MSUC's programmes of study is no different from that at other institutions of higher education. Certain programmes of study are dominated by men, and others by women. An active programme including mentors and the inclusion of female perspectives in typically male programmes of study is being carried out.

The typically female-dominated programmes of study do not have the same opportunities as others of offering IT courses. The health sciences departments seem for the most part to lack such courses.

Quality enhancement in central services

A shared library information system, MittLib, has been elaborated at Mid-Sweden University College. Most of the CD-ROM databases are accessible from all college locations. The library has the status of an EDC (European Documentation Centre). The library does not yet have a quality enhancement programme. On the other hand the libraries at each location have been working informally to improve their contacts with the various departments and the students. A head librarian has been appointed and quality enhancement activities are to be initiated. A first step will be to move towards one single library instead of the current three.

The Student Affairs Unit conducted a self-evaluation in 1994, and a quality enhancement programme is being elaborated. An external consultant was engaged to help get the effort under way, and MSUC allocated special funding for the purpose. Quality enhancement activities at the unit appear to be purposeful and effective. For this unit, quality enhancement entails "constant innovation and rationalization". This is also the only unit we encountered that mentions networking advantages in relation to its work. The creation of MSUC has generated economies of scale that have effectivized and improved various unit routines. There are, however, also disadvantages. Study counselling functions and officers working with internationalization issues require a proximity to

students that cannot be attained at present. The study counsellors feel they are understaffed and lack a clear policy. They see no advantages in the amalgamation and the service provided is inadequate owing to the effects of expansion. The slogans “focus on the student” and “independence of distance” do not appear to be reflected in the situation offered by reality.

The Information Unit is responsible for strategic planning and marketing, general information material and its dissemination. In addition the unit is expected to coordinate marketing efforts, to act as an internal consultant in this area and to follow-up MSUC’s marketing. The Information Unit is working according to the strategic marketing plan that was adopted in 1995. With external help the unit is currently engaged in producing a “clear policy”. In this unit, too, there are complaints of a lack of resources and an excessive workload. A revision of the allocation of funds and the use of funds for information and marketing is also desired. Regular contacts with management are also desired in order to provide a reliable and up-to-date supply of information.

The Contact and Information Centre originally worked brokering contacts and contract courses at the University College of Sundsvall/Härnösand. In 1994, after amalgamation, guidelines were drawn up for contract courses at MSUC, according to which the unit was to provide support for departments in such matters as preparing tenders and drawing up contracts. The unit works directly with departments and the surrounding community. In our conversations with stakeholders, the difficulty of reaching the right person at MSUC to decide on the execution of a commission was mentioned. The unit has as its objective that no “customer” should be left before the appropriate person at MSUC has been contacted. A new head has been appointed and quality enhancement activities have been initiated.

The Maintenance Unit is responsible for quality enhancement activities affecting the planning of premises, rent negotiations, safety committee work, risk and damage management, reception and switchboard work, cleaning, etc. Policies have been adopted for workplace environment and risk and damage management, and for routines of internal monitoring in relation to these areas. There is also a policy for financially viable and environmentally beneficial purchasing. The unit has no quality enhancement programme and documents need to be formulated for various unit routines. A pilot project for internal environmental monitoring has been initiated. The premises situation in Östersund and at some other locations has not been fully solved.

The central IT Unit considers that the customer must decide what constitutes quality in its work. There is constant work being done on questions of network ethics and data security. A technical advisory group is available to help in this work. Lack of time is a problem and emergency calls are often required, which affects the priority that can be given to quality enhancement activities. More resources are needed to develop essential technology.

The Financial Unit is regulated by externally formulated rules. The implementation of these rules forms part of this unit's quality enhancement activities. In other matters feedback is received during audits, for instance. An evaluation programme was being planned, but lack of time was causing delays. There is no quality enhancement programme, a deficiency that should be remedied as soon as possible.

The Staff Affairs Unit helps with recruitment and employment routines, which are decentralized to sectors and departments. A policy document for salary and staff questions was being elaborated. Criteria and routines for cooperation with other units should also be produced.

A general impression is that the development of quality enhancement activities at the various central services units is well under way and that the staff at certain units, such as the Student Affairs Unit, are working very consciously with this issue.

Summary of conclusions and recommendations

Mid-Sweden University College is characterized by great enthusiasm, creativity and enterprise. There is a positive climate of development and optimism for the future. The vision of achieving university status in the year 2000 is one embraced by the whole organization. Its management is strong and those in leading positions at various levels give the impression of wanting to work for the university college as a whole. The pace of development has been high in recent years and the college has seen rapid expansion. The students are committed and interested. Expectations for the college are high and regional support is strong.

The audit team would like to emphasize and further develop some points made above in the chapter *The quality audit*.

Quality enhancement activities in their present form were initiated in 1993 and strategies for them have gradually taken shape. The many strategic documents are a strong point in the quality enhancement effort at MSUC. From this point of view the preconditions for quality enhancement at MSUC are very good. There are discrepancies between what the audit team read in various policy documents, however, and what it heard during the interviews. The connections between strategy, objectives, vision and the operative level are at times unclear.

Quality enhancement activities at MSUC take place on two levels. At the *operational level* teaching staff and students work together on immediate quality issues concerning teaching and examinations. These quality activities work satisfactorily but have a limited perspective. At the *management level* the strategy for general quality enhancement at the college is formulated on the basis of the operational vision of MSUC. There is insufficient dialogue between these two levels of quality enhancement at present. We believe that the management of MSUC is aware of this problem. In time these two levels of quality enhancement will be integrated, of course. Perhaps those responsible at each MSUC location could play a more explicit role in this process, in their capacity as management representatives.

The expansion is beneficial for the region and for MSUC and entails great challenges for quality enhancement. The recruitment of qualified staff may be a difficulty for MSUC, in our view. Quality enhancement activities must be seen as a resource in the university college's expansion.

The operational concept with its four theses – *persistence through change, focus on the student, independence of distance, and networking* – is not always a distinguishing feature of quality enhancement activities at MSUC. For instance,

we have found that the first thesis is not understood within the college and consider that it has proved difficult to render operational.

The students enjoy positive and close relations with the teaching staff. The student welfare environment is good. It is not generally considered difficult to have *focus on the student* in a small-scale environment. But MSUC is expanding. What will happen when the environment changes and small-scale becomes large-scale?

The management at MSUC has made effective use of knowledge gained at other institutions of higher education in relation to innovation in teaching and research, and has developed it further. Are the teaching staff and researchers sufficiently involved in this process? Many of the staff seem to be active in developing teaching methods that are independent of distance, an area in which MSUC has invested large financial and staff resources with good results.

One of the principal intentions of the network concept at MSUC is to combine the advantages of small institutions of higher education — a result of the small size of college institutions at each separate location — with the strengths obtained by size, that is to say, shared resources generate the benefits of a large institution of higher education. In practice, this thesis means that variety, cooperation and economies of scale should all be made full use of. The audit team considers that the network functions well at the management level. Here the links between the various players are strong. On the other hand we are less sure that the network concept has been implemented or is working satisfactorily further down in the system. Teaching staff and students, for instance, are very location-minded. They find it difficult to perceive MSUC as a single unit, although this problem is common enough in amalgamation processes. The process of merging different cultures and creating a common identity and goal-awareness is often time-consuming. In our view MSUC is well on the way to achieving this. *Independence of distance* will be achieved by way of technical improvements. The “Greenhouse” creates an environment conducive to the development of educational methods, the “Braintrain” shortens the distance between college locations, students are increasingly circulating within MSUC and the staff is sharing more time between locations.

Competition between units with similar activities may also have promoted quality enhancement. We are not fully persuaded that this is the case, however. In our view, network cooperation in relation to quality enhancement is better than competition, especially when the departments involved are small. Quality enhancement activities should be seen as a part of the infrastructure necessary for realizing an implementation of the network concept.

In MSUC’s self-evaluation report there is a clear awareness of the various problems pointed out by the audit team. To further emphasize the necessity of continued quality enhancement efforts in certain areas at MSUC, the audit

report is summarized below in a number of recommendations of importance for the college's continued success.

The recommendations of the audit team

- An analysis of the mechanisms and processes of quality enhancement activities should make it possible to provide a better feedback than the present self-evaluation report. The reasons why certain problems previously pointed out in connection with departmental follow-ups have persisted should be sought, and it should be made clear where responsibility lies for the operative level of quality enhancement.
- Quality enhancement programmes at departments would probably benefit from having analyses linked to the surrounding community, previous evaluations, student and staff views and a plan for further activities. The scope of possible programmes of change and the deadline for such activities should be explicitly stated. In this way it would be possible to obtain some kind of measure relating to quality enhancement activities and better realize the ideal of a "learning organization".
- Management needs to consider the implementation of the theses of the operational concept throughout the whole organization. It takes time to get all members of staff to understand and embrace new goals and ideas. Many people have also been taken on to the staff since this concept was discussed and adopted.
- The quality enhancement activities have not stimulated network development sufficiently. The business concept of networking and independence of distance should be given priority and further developed. Networking, the idea of a network university and the equality of every node in the network need further discussion.
- Evaluations of various kinds should be better documented and stored in such a way that they may be of use in the future. An improved approach would take student views more into consideration and make them less dependent on the good will of individual members of the teaching staff.
- Management should consider more closely the effects of expansion on the college's quality enhancement activities. A strategy should be elaborated for tackling the strains of expansion, in which the workload of the staff is analysed and strategies for successful recruitment are formulated.
- Competence enhancement by way of support for staff in their own research training should be followed up in order to avoid undermining this support and channelling it elsewhere to meet the need for teaching staff created by expansion pressures.
- The development of new forms of teaching and examination should be preceded by careful study. By reason of its fundamental operational vision – not least the idea of flexible learning – MSUC should be able to emphasize the importance of developing these elements with greater clarity. In the same way, research links should be made clearer in all areas of undergraduate education.

- The quality enhancement aspects of the cross-disciplinary work being developed in institutional profile areas should be thrown into relief and developed further.
- Internationalization efforts should be more thoroughly discussed within the organization and better information must be given to students.

Appendix

Appendix I

Documents used by the audit team

(All material is in Swedish unless otherwise indicated.)

The report *Quality enhancement activities at Mid-Sweden University College, a self-evaluation using the SWOT approach* and the material listed below formed the basis of the audit together with the site visit.

- Guidelines for quality enhancement at Mid-Sweden University College 22 Nov 1993
- Extracts from the Governing Body's minutes:
 - Strategy for internationalization, 1 Feb 1994
 - Guidelines for contract courses, 1 Feb 1994
 - Guidelines for contract operations, 30 May 1994
 - Mid-Sweden University College's European policy (supplemented by the Vice-Chancellor's decision, 21 Nov 1996)
- Guidelines for course evaluation. Teachers training, Jun 1994
- Evaluation of the Student Affairs Unit, Nov 1994
- Strategic marketing plan for Mid-Sweden University College, 27 Mar 1995
- Workplace environment plan for Mid-Sweden University College, 7 Jun 1995
- The Student Affairs Unit's action plan for internationalization (Vice-Chancellor's decision, 10 Aug 1995)
- Mid-Sweden University College annual report 1995-96
- Development plan for teacher training 7 Oct 1996
- Presentation and self-evaluation of quality enhancement activities at Mid-Sweden University College, Missive 23 Oct 1996
- Self-evaluation of quality enhancement activities by the Students' Union at Mid-Sweden University College
- Quality report – the Office of the Board for Teacher Training, Centre for Teacher Training and School Development
- Quality enhancement activities in the Communications and Humanities sector
- Quality enhancement activities in the Management and Education sector
- Quality enhancement activities in the Science and Technology sector
- Self-evaluation of quality enhancement activities using the SWOT approach, Social Work and Health Sciences sector
- Natural resources, human resources and communications resources, Mid-Sweden University College's operational vision, Interim report, 2 Dec 1996
- Natural resources, human resources and communications resources, Mid-Sweden University College's operational vision, Report 1996
- Research at Mitthögskolan 1996 [in English]
- Mid-Sweden University College's gender equality plan 1996-1999

- In-depth budget request 1997-1999, with appendix
- Miscellaneous booklets and journals

At the end of March, these materials were supplemented by

- Report on quality enhancement activities 1995
- Planning for departmental visits in 1996
- Notes from departmental visits in 1996

During the site visit, these materials were supplemented by

- Examples of course evaluations and previous evaluations of what today constitute programmes of study
- Examples of documentation of forms of teaching and examination
- Documentation of quality enhancement activities using SWOT analyses from departments and administrative units
- Guidelines for departments and administrative units relating to documentation of quality enhancement activities using SWOT analyses
- Outstanding educational methods in a progressive network, educational policy at Mid-Sweden University College
- More journals and examples of one or two curricula

At the request of the audit team, examples of quality enhancement programmes were submitted after the site visit.

Appendix 2

Programme of the audit team's site visit

7 April 1997, Östersund

2030-2130 Kari Marklund, Alf Gunnmo, Jan Nordling, Gustaf Marklund and Ewa Magnusson

8 April 1997, Östersund

0830-0930 Sector heads, as below
Social Work and Health Science, Ella Danielsson
Science and Technology, Sune Martinsson
Management and Education, Marie-Louise von Bergmann-Winberg
Communications and Humanities, Torbjörn Kjölstad

0930-0945 Coffee

0945-1045 Students from the location

1100-1200 Heads of department, as below
Social Work, Barbro Andersson (acting head)
Health Sciences and Care, Bengt Åkerström
Technology and Resource Management, Gösta Hornfeldt
Human Resources, Commercial Development and the Environment, Stig-Anders Söderström
Informatics, Hans Sundin
Tourism Sciences, Lars Nyberg
Humanities, David Bell

1215-1315 Lunch

1315-1445 Teaching staff, as below
Social Work, Magnus Ottelid
Health Sciences and Care, Sigvard Wagenius
Technology and Resource Management, Mats Barthelson
Information Technology, Bertil Andersson
Human Resources, Commercial Development and the Environment, Bengt Flach
Informatics, Stig C. Holmberg
Tourism Sciences, Mats Lundström, Lennart Rosenberg
Humanities, Lars Johansson

1445-1500 Coffee

1500-1530 Study guidance counsellors, as below
Roger Larsson
Kent Sjöberg
Anna-Lena Lundblad

1530-1600 Internationalization officers, as below
Media and Communications Sciences, Eva Mårtensson
Business and Administrative Development, Cathrine Gladh
Social Work, Kjerstin Karlsson
Student Affairs Unit, Catrine Holoch

Student Affairs Unit, Åsa Bergström
 Tourism Sciences, Liselott Ingesson
 Technology and Resource Management, Leon Dahlen
 1628–1845 Train journey from Östersund Västra station to Sundsvall
 1900– Dinner
 Representatives from student unions, as below
 Helen Aronsson, Östersund
 Johanna Berggren, Sundsvall
 Sara Eriksson, Sundsvall
 Erik Fellner, Härnösand
 Dan Gyllbäck, Sundsvall
 Patrik Höj, Härnösand
 Ann Hörnblad, Örnsköldsvik
 Rickard Söderberg, Östersund
 Magnus Ylitalo, Örnsköldsvik

9 April 1997, Sundsvall

0815–0900 Heads of department, as below
 Health Sciences, Ann-Margret Nilsson
 Physics and Mathematics, Nils Olander
 Media and Communications Sciences, Börje Alström
 Information Technology, Lennart Bergström
 Business and Administrative Development, Leif Lindefelt
 0900–0915 Coffee
 0915–1000 Staff from central services, as below
 Library, Agneta Brolund, Birgitta Ekman, Elsa Gomez
 Finance Unit, Anna Lundqvist
 Information Services Unit, Olof Eggestig
 Information Unit, Sussi Korduner
 Maintenance and Supply Unit, Lena Östberg
 Contact and Information Centre, Anders Edholm
 Staff Affairs Unit, Karin Wallblom
 Student Affairs Unit, Eva Ellmin
 1015–1100 Head Librarian, Elisabeth Andersson
 Acting Director of Finance, Kristina Rudström
 Director of Information Services Unit, Lennart Bergström
 Director of Information, Lars Aronsson
 Director of Maintenance, Göte Högbom
 Project Leader, Contact and Information Centre, Brittmarie Myringer
 Director of Staff Affairs, Ulla Karlsson-Manhem
 Director of the Student Affairs Unit, Agneta Liljestam
 1115–1145 IT-link to Örnsköldsvik
 students
 Industrial technology, Mikael Sjögren, Torbjörn Sjödin,
 Jonas Welinder, Stefan Sohlin, John-Erik Larsson, Henrik Ivarsson, Örnsköldsvik, Arken

- Health sciences, Jonas Wallin
- 1145–1215 IT-link to Örnsköldsvik, heads of department and teaching staff
Industrial Technology, Staffan Wernberg, Gunnar Berthilsson, Göran Callsen, Johan Saltin
Health Sciences, Ann-Margret Nilsson, Alice Lindblad
- 1230–1330 Lunch
- 1330–1415 Students, as below
Chemistry and Process Technology, David Persson
Information Technology, Christian Strömqvist
Physics and Mathematics/Information Technology, Fredrik Jonsson
Business and Administrative Development, Niclas Löfroth, Fredrik Högberg
Health Sciences, Mia Brunnström
Media and Communications Sciences, Erik Nygren or Lars Markusson, Ylva Nilsson
Informatics, Henrik Oscarsson
- 1415–1430 Coffee
- 1430–1515 Teaching staff, as below
Health Sciences, Anette Höglund
Physics and Mathematics, Örjan Bagge
Chemistry and Process Technology, Erik Hedenström
Information Technology, Hans-Erik Nilsson
Business and Administrative Development, Peter Öhman
Informatics, Göran Arnoldsson
Media and Communications Sciences, Eva Mårtenson
- 1530–1600 Telephone-link, distance students, as below
Applied Science, Brydolf Alexandersson
Humanities, Katarina Nilsson
Educational Sciences, Dan Jonsson
Business and Administrative Development, Sven Gustavsson
- 1615–1715 Representatives of the Governing Body, as below
Torbjörn Fälldin
Maria Norell
Lars Näsman
Representatives of potential employers, as below
Hans Höglund, SCA
Monica Rönnlund, Jämtland county administrative board, (by telephone)
Karin Cooper, Östersund local authority, (by telephone)
Christer Persson, Sollefteå local authority, (by telephone)
Anders Nyquist, Anders Nyquist Arkitektkontor AB, Sundsvall
Ingemar Johansson, Senad Teknikbetong AB, Ånge
Tore Sahlin, Ericsson, Östersund

10 April 1997, Härnösand

- 0800-0830 Journey to Härnösand
- 0830-915 Teaching staff, as below
Information Technology, Agneta Fredriksson
Applied Science, Stefan Olofsson
Educational Sciences, Ulla Andersson, Ola Nordlund
Culture and Humanities, Per Olsson, Gunilla Gunner
- 0915-0930 Coffee
- 0930-1015 Students, as below
Applied Science, Mathias Strömberg
Educational Sciences, Anna Karlsson, Mia Levin
Culture and Humanities, Margit Lindström, Susanna Tonic
- 1030-1115 Heads of department, as below
Industrial Technology, Staffan Wernberg
Applied Science, Stig Vahlberg
Educational Sciences, Björn Wallin
Culture and Humanities, Yasmine Lindström
Teachers Training Board, KG Karlsson
Chemistry and Process Technology, Torbjörn Carlberg
- 1130-1215 Staff responsible for distance learning, as below
Marie-Louise von Bergmann-Winberg
Brittmarie Myringer
Ewa Magnusson
Björn Wallin

Högskoleverket Reports (Högskoleverkets rapportserie)

Granskning och bedömning av kvalitetsarbete vid universitet och högskolor

Bilagor:

- Bilaga 1: Vägledning för lärosäten vid bedömning av kvalitetsarbete
- Bilaga 2: Handledning för bedömare av kvalitetsarbete vid universitet och högskolor

Högskoleverkets rapportserie 1995:1 R

Grundskollärautbildningen 1995

Högskoleverkets rapportserie 1996:1 R

Examensrättsprövning – Utbildning i biodynamisk odling

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The National Agency for Higher Education (Högskoleverket) is a central authority for matters concerning Swedish universities and colleges.

Among the tasks of the Agency are to follow up, evaluate and monitor the operations of Swedish universities and colleges. The Agency is supposed to analyze tendencies of importance for higher education and further the development of excellence and quality in higher education. The Agency is also the national body for university accreditation and the right to institute certain professorial chairs.

General information about higher education and a series of international issues concerning higher education, recognition of foreign degrees etc. also fall under the jurisdiction of the Agency.

The national university aptitude test (Högskoleprovet), statistics concerning higher education and coordination of the national university computer network (SUNET) are other tasks that devolve upon the Agency.