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VICE-CHANCELLOR

16 December 2019

Reg.no. C2019/10 27

## **Quality assurance system at Karlstad University**

It is the vision of Karlstad University to contribute to a sustainable society. The approved strategic goals for 2030 state that the University will work to increase the scope of its doctoral programmes, improve its attractiveness to students and staff, and reinforce the link between education and research. These goals can only be attained through systematic efforts to identify strengths and ensure their preservation and development. A quality assurance system serves to support and ease University processes and results in terms of overarching vision and strategies.

Decision	RB 127/19	reg.no	C2019/1027	Replaces	C2013/657
Applies from	16-12-2019	until	further notice	Officer	Margareta Friman

# Quality assurance system at Karlstad University

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## Introduction

It is the vision of Karlstad University to contribute to a sustainable society. The approved strategic goals for 2030 state that the University will work to increase the scope of its doctoral programmes, improve its attractiveness to students and staff, and reinforce the link between education and research. These goals can only be attained through systematic efforts to identify strengths and ensure their preservation and development. A quality assurance system serves to support and ease University processes and results in terms of overarching vision and strategies.

Karlstad University's quality assurance system has its basis in the Association of Swedish Higher Education Institutions' (SUHF) framework for quality assurance procedures and quality development, as well as in the standards and guidelines adopted by the European Higher Education Area (ESG)

Quality management focuses on ensuring and developing quality in relation to education, research, and central support systems. Quality management shall promote a quality culture that includes participation and commitment in the University's operations. With systematic quality management, The University will be able to identify and share good research practice and identify areas for improvement. Eight fundamental principles inform the quality assurance efforts within our education activities (on first-cycle level, second-cycle level and third-cycle level), research and within the central support services.

### 1. General fundamental principles

The quality assurance and quality development work at Karlstad University is based on eight fundamental principles: Quality Culture; Systematic Quality Assurance; Processes and Methods based on Aims and Goals; Simplicity versus Complexity; Transparency; Expert Knowledge; Connection between Education and Research and Connection between Quality Assurance and the overarching Vision and Strategic Goals of the University.

#### Fundamental principle 1: Quality Culture

As stated by the European University Association (EUA), successful quality assurance and quality development are based on quality culture, as well as on formal quality assurance structures. A good quality culture is maintained by individual commitment, responsibility, trust and a shared view of quality. These are key factors emphasised in Karlstad University's leadership and co-workership policy<sup>1</sup>. The University's quality assurance work is also based on formal structures, with well-defined responsibilities, authorities and processes.

#### Fundamental principle 2: Systematic Quality Assurance

Quality assurance work is performed systematically and continually through Plan–Do–Check–Act (PDCA)<sup>2</sup> cycles. PDCA is an established tool for quality assurance and it is one of the foundations of the ISO standards (International Organisation for Standardisation) for quality management systems. PDCA is used in quality assurance procedures to define, implement and monitor activities and improvements, with the aim of achieving continuous improvements. PDCA cycles are applied to all levels of the organisation, from strategic processes to ongoing operative activities.

#### Fundamental principle 3: Processes and methods based on purpose and goals

Applied method for quality assurance shall be based on process, result or both. Indicator-driven evaluations are often combined with colleague-driven peer review. The method of evaluation depends on the purpose and goals of the evaluation.

#### Fundamental principle 4: Simplicity versus complexity

In order to use available resources effectively and responsibly when working with quality assurance, simplicity must be weighed against the complexity of the task. Information material is primarily collected from the University's support systems and functions but researchers and teaching staff need to provide supplementary data where necessary. Researchers and teaching staff provide supplementary data.

#### Fundamental principle 5: Transparency

Choice of method and information material must be communicated to all stakeholders in advance. Activities, basis for decision, results, measures taken and potential further monitoring shall be transparent before, during and after the quality assurance procedures.

#### Fundamental principle 6: Expert knowledge

The quality assurance procedures can include a varied number of experts depending on the aim and goals of the work. However, the expert group must be large enough and have a balanced composition of participants in order to ensure sound and objective conclusions about the quality of the organisation.

#### Fundamental principle 7: The connection between education and research

It is a fundamental principle to always consider the connection between education and research. This includes the way in which research contributes to education, as well as how education contributes to research.

#### Fundamental principle 8: The connection between quality assurance systems and general visions/strategies

It is a fundamental principle that the quality assurance system is related to the University's vision and strategic work. This means that the organisation receives and acts on the results generated by the quality assurance system.

## 2. Organisation

The division of responsibilities for quality assurance is based on the Rules of Procedure at Karlstad University and the vice-chancellor's delegation of authority. With responsibilities come duties to develop structures, processes and working methods, as well as proper internal management and control systems, so that all units are involved in the University's quality assurance procedures.

### 2.1 Roles and responsibilities

The University's roles and responsibilities are illustrated in Figure 1.

**The Board of Karlstad University** shall monitor all university operations and assume responsibility for the fulfilment of its mandate.

**The vice-chancellor** has management responsibility, and reports to the board. It is incumbent on the vice-chancellor that the organisation maintains a high degree of quality.

**The university director** is the highest official reporting to the vice-chancellor and is responsible for the University's central services, as well as the responsibility for maintaining a high degree of quality of the University's administrative processes.

**The faculties** are the two units within the University that are responsible for quality management in relation to education, research and collaboration within their field. The faculties contain departments.

**The faculty boards** are responsible for quality assurance of education, research and collaboration, within their respective faculties. The dean acts as the chair, and is responsible for leading the work of the board. The dean also acts as the executive officer of the faculty.

Teacher Education programmes at Karlstad University are part of a matrix organisation with a **teacher education board** that is responsible for quality management within teacher education and for the research and collaboration that is linked to the teacher education programmes. The Board for Teacher Education gives assignments to the other faculties regarding the execution of different aspects of the Teacher Education programmes. A dean heads the organisation and chairs the board

**The Quality Council** is a drafting body for the vice-chancellor’s decisions regarding the quality assurance system. The Quality Council monitors the development in the quality assurance field, both on a national and international level, and supports the faculty boards and the teacher education board in strategic decisions regarding quality management. The Quality Council promotes and supports the exchange of experiences between different parts of the University. The Quality Council coordinates external reviews of education and research. The council is appointed by the vice-chancellor and consists of delegates from the faculties, the teacher education board or its support services, the University’s central support services, and the student’s union (one bachelor student, one master student and one doctoral student).

**The University quality coordinator** is tasked with supporting the quality assurance procedures of the faculties, the teacher education board and the central support services, as well as supporting integration of quality assurance and to communicate quality assurance issues, to work towards a well-functional integration of organisational management/monitoring and quality assurance, and to participate in the executive group of “Treklöversamarbetet”.

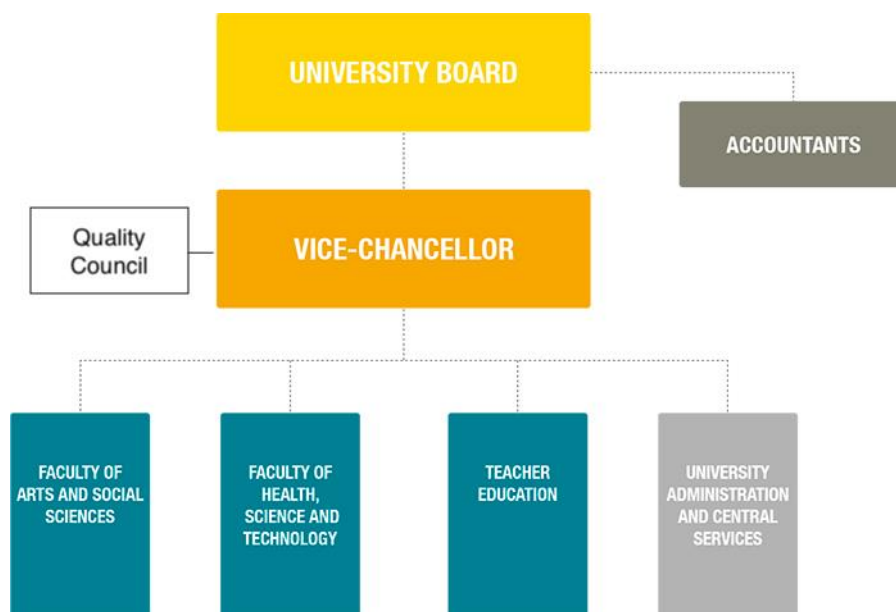


Figure 1. The University’s roles and responsibilities.

From top to bottom:

*Yellow:* The Board of Karlstad University, *Dark grey/brown:* Internal audit unit

*White:* Quality Council

*Orange:* Vice-chancellor

*Teal:* Faculty of Arts and Social Sciences, Faculty of Health, Science and Technology, Teacher Education  
*Grey:* Central Services

## 2.2 Quality management: planning, assignments and information

To ensure systematic quality development, planning and planning dialogues include quality and prioritised quality development measures for education, research and support services. Planning is based on goals and interim goals in the University's strategic plan (see the University's regulations for planning and planning dialogues<sup>5</sup>). Dialogues are the basis for the assignments provided by the university management to the faculties, Teacher Education and the central support services. The assignments are designed to support the University's general strategy<sup>6</sup>, and are decided upon by the vice-chancellor at the end of every year. Assignments to faculties are later re-formulated into local assignments given to departments and research units based on faculties' mandates, strategic plans, and analyses, as well as reports from these units. Plans and assignments of the previous year are followed-up in dialogues. In supplements, the Financial and Budgeting Office analyses and prepares information to be used as basis for the decisions in the planning dialogues. The chair of the Quality Council participates in the planning dialogues, in order to monitor the quality assurance work and to support the communication regarding quality issues within the organisation.

## 3. Staff and recruitment

In accordance with Karlstad University's strategic objectives, the University shall strive to be an attractive work environment. Work environment and maintenance of competence are central in realising the University's strategy and vision for 2030<sup>6</sup>. Among other things, recruitment and career opportunities for researchers are ensured by the implementation of the principles stated in Charter and Code - the European charter for researchers as well as guidelines for the recruitment of researchers - through The Human Resources Strategy for Researchers (HRS4R)<sup>7</sup>. In order to realise Karlstad University's overall skills supply objectives for research and education, all recruitment is carried out in line with the guidelines stated in Procedures for the Recruitment and Promotion of Academic Staff<sup>8</sup>.

### 3.1 Qualification requirements and recruitment of academic staff

Karlstad University must be an attractive option in the competition for qualified staff. Successful recruitment is dependent on good leadership at all levels of the University. Deans and senior management are engaged in the recruitment process and HR specialists provide professional support. The long-term plan for recruiting new academic staff is described in Karlstad University's Strategy and Action Plan<sup>9</sup>. In the University's Regulations for Appointment and Promotion of Academic Staff<sup>8</sup> the categories of academic staff are specified, as well as how research and teaching skills are to be assessed when recruiting and promoting staff. The document also describes general strategies, qualification requirements and assessment criteria. Karlstad University is working consistently with active measures in order to prevent discrimination and work towards equal rights and opportunities among all staff (See the action plan for gender mainstreaming<sup>10</sup>).

### 3.2 Professional development and career progression

A programme for collegial supervision is offered to newly employed academic staff, with the aim of creating a welcoming and inclusive work climate. Karlstad University provides a supportive environment for continuing professional development and career progression, underpinned by a broad range of training programmes for academic, administrative and technical staff. Furthermore, annual appraisal talks are conducted between manager and employee concerning the employee's work situation, focusing on tasks, assignments, work environment and professional development. Time for professional development for academic staff is regulated by a collective agreement<sup>11</sup>.

A pedagogical development unit (UPE) supports the development of teaching and examination skills by offering courses and support focused on goal-centred teaching, assessment and feedback, blended learning, digitalization and supervision. UPE organises activities that facilitate the exchange of experiences as well as discussions about different forms of teaching and examinations. A career stage-based model on pedagogical qualifications is in place at the University<sup>12</sup>. Grants and Innovation Office offers support and professional development for a successful career as a researcher.

All staff members are required to participate actively in various national, Nordic and international networks in order to stay updated on new knowledge within their area of expertise.

## 4. Quality work and quality development

Karlstad University's vision for 2030<sup>6</sup> identifies quality and quality development in education and research as key priorities. The quality work is designed to support the University in achieving its vision as defined in the Strategic goals for 2019-2023<sup>13</sup>. The quality culture at Karlstad University manifests itself in the high commitment of the staff and students. Quality assurance and quality development at Karlstad University include results in education and research, but also include ethical considerations, gender analysis, data management and management/leadership. The quality assurance work, based on the eight fundamental principles described in section 1, is designed to further promote quality and safeguard academic standards, preserve continued success, improve the quality of the student experience and to develop collaboration skills as well as social responsibility, as well as facilitate the changes needed in order to manage social challenges. Karlstad University regards collaboration with wider society as a driving force for quality in research and education.

### 4.1 Central support services

The central support services shall provide an administrative, preparatory and executive support for the board, vice-chancellor and faculties. The central support services prepare, draft and are responsible for continuous monitoring and periodic reviews in the quality assurance work.

#### 4.1.1 Continuous monitoring

The central support services will, in a continuous and systematic way, identify the needs of the organisation via various types of surveys, yearly reviews and a continuous work with quality assurance. Needs for improvements will also be identified by the University's chief internal auditor, who reports to the board. The vice-chancellor is then tasked with taking the necessary measures. All central support services deliver an annual operational plan, including assignments, quality improvements and both gender equality aspects and environmental aspects. During 2020, planning dialogues were implemented for the central support services as well. Different work groups (administration, buildings, work environment and IT), which include representatives from research and education, also give feedback on the continuous quality assurance work.

#### 4.1.2 Periodic review

The aim of the periodic review is primarily to assess the existing level of performance and the conditions for quality development. The goal is to contribute to development and innovation. Currently, periodic reviews are conducted in several parts of the administration, for example environmental management systems and recruitment processes. A general model that describes how the central support services perform periodic reviews is under development.

### 4.2 Quality work in first-cycle, second-cycle and third-cycle education

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) form the basis for the University's quality assurance of education. In the following sections, the appropriate

section in ESG is referenced in order to make it clear how the quality assurance work corresponds to different parts of ESG.

#### 4.2.1 Design and approval of study programmes

Institutions should have processes for the design and approval of their programmes and main fields of study (ESG 1.2). Guidelines for approving and discontinuing study programmes and main fields of study are regulated<sup>14</sup>. When approving a main field of study for first-cycle or second-cycle education, the requirements for teacher expertise and education environment described in the University's the criteria for establishing or discontinuing main fields of study for first-cycle and second-cycle education<sup>15</sup> must be met. The faculty boards and the teacher education board is responsible for drafting and approving or discontinuing study programmes or main fields of study. Included in the preparation and drafting is to illustrate how content and examination ensure that national qualitative targets are met.

The process for design and approval of programmes leading to first-cycle or second-cycle degrees is described in the guidelines for establishing and discontinuing courses or study programmes<sup>16</sup> and Regulations for first-cycle and second-cycle education at Karlstad University<sup>17</sup>. Degrees are listed in the Local Qualifications Ordinance at Karlstad University<sup>18</sup>, which also describe detailed requirements for general degrees.

The faculty boards and the teacher education board make decisions on education and curricula, and are responsible for procedures for preparation and drafting when such decisions are to be made. Guidelines for the design of course syllabuses are described in the manual for the establishment of course and design of curricula that also emphasize the student's responsibility for their own learning.

The faculty board decides on the establishment of third-cycle subjects according to the stipulations in the criteria for establishing or discontinuing subjects for third-cycle education at Karlstad University<sup>20</sup>. The content of the education is regulated in the subjects' general syllabuses, which are approved by the faculty boards, and in individual syllabuses, which are approved by the dean. The faculty boards are responsible for designing and describing drafting processes for decisions that concern third-cycle education.

#### 4.2.2 Admission and credit transfer

The university has efficient routines for student admission, recognition and certification (ESG 1.4). Admission to first-cycle, second-cycle and third-cycle studies is regulated in the University's Admissions regulations<sup>21</sup>. Decisions regarding admission to first-cycle and second-cycle studies are made by the head of the Office for Student Affairs. Decisions regarding admission to third-cycle studies is made by the faculty boards. The Office for Student Affairs, as well as the faculty boards, are responsible for designing and describing processes for preparation and decisions regarding admissions, in accordance with the regulations at each level. Rules and regulations for credit transfer is described in the document "Regler för tillgodoräkning på grund- och avancerad nivå vid Karlstads universitet"<sup>22</sup> (Rules and regulations for credit transfer in first-cycle and second-cycle education at Karlstad University). The head of the Office for Student Affairs decides on exemptions from admission requirements and assesses the prior learning of individual students, in consultation with the appropriate dean. The appropriate dean decides on credit transfers for third-cycle education.

#### 4.2.3 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided (ESG 1.6). The University Library is responsible for providing library resources and places to study. Student IT support assists students in using digital learning resources (e.g. as part of distance education). The Office for



Student Affairs is responsible for a number of support activities: study and career guidance, support for students with special needs and student health services. The Office for Student Affairs is also responsible for the design and description of guidelines for study and career guidance, among other support activities. The University's Student Equity Action Plan emphasizes accessibility and that active and effective efforts to promote equal treatment provide education of a higher quality when students with different prerequisites participate on equal terms.

#### 4.2.4 Continuous monitoring

Continuous monitoring (ESG 1.9) of first-cycle and second-cycle education covers both degree programmes and courses. Monitoring of the programmes and courses offered is performed through planning dialogues<sup>5</sup>, in accordance with the annual reports of the faculties and the Teacher Education Committee's decision on program selection<sup>24</sup>. Monitoring includes the needs of the community as well as the labour market, qualified academic staff teaching capacity, the link to research, the results of previous evaluations, size and recruitment goals for the coming semester, as well as any other relevant decisions. Monitoring of study programmes and courses are conducted with help of the university-wide support system for the gathering of analysis and the students' opinions. The results are presented as program analyses and course analyses, and are published on the University's web page. The faculty boards and teacher education board are responsible for designing the processes where compilations and analyses are part of the basis for decision regarding education. The faculty boards and teacher education board are also responsible for alumni surveys that collect comments and opinions from students who have graduated and have been professionally active for a period of time.

The faculties are responsible for monitoring third-cycle education. Monitoring of third-cycle education includes ensuring that the requirements regarding staff qualifications and research environment described in chapter 4.2.1 are met. Monitoring should also include doctoral students' individual study plans, and evaluating third-cycle courses offered by the faculty. Study programmes shall be monitored through surveys focusing on the work and study environments of the doctoral student. Alumni surveys shall be conducted, focusing on the fulfilment of the expected learning outcomes and labour market readiness of the study programmes. The faculties are responsible for designing and describing processes for doctoral surveys and alumni surveys.

#### 4.2.5 Periodic review

The programme evaluations conducted by UKÄ is considered to fulfil the ESG requirement for periodic review (ESG1.9). Other degree programmes are periodically reviewed in partnership with Mid Sweden University and Linnaeus University (in the so-called Treklöver collaboration), in accordance with vice-chancellor's decision<sup>25</sup>. The reviews are performed by a group of assessors comprising of staff members from the three universities, external experts, students and a labour market representative. Reviews of first-cycle and second-cycle education are based on self-evaluations, student papers and interviews. This model also incorporates third-cycle education. Evaluations aim to fulfil control and developmental functions, and lead to reports that stipulate which aspects of each programme that can be improved, which ought to be improved, and which must be improved to enhance the quality of education. Measures taken based on the report are reported to the joint steering group for the Treklöver collaboration.

### 4.3 Quality Assurance of Research

#### 4.3.1 Good research practice

Karlstad University's Code of Good Practice in Research (Appendix 1) describes the fundamental rules that apply to the University. The rules are based on the European Code of Conduct for Research Integrity (ALLEA<sup>26</sup>) and the Swedish Research Council's publication "God forskningssed" (Good

research practice) from 2017<sup>27</sup>. Principles for good research practice concern both individuals among the academic staff as well as the university as a whole, and is aimed at encouraging everyone involved in research to reflect on their responsibilities and the consequences of the research. Additionally, the principles should assist academic staff and at the institution at large to consider the practical, ethical, and intellectual challenges and positions involved in research.

#### 4.3.2 Research infrastructure

A well-functioning research infrastructure that suits the institution's needs, enables high quality research and it creates good conditions for research and collaboration. The research infrastructure is one of the tools used in order to strengthen the international competitiveness of the University, and it is an important aspect in the recruitment of researchers.

It falls on the faculties to develop their own routines for prioritisation and management of the overall infrastructure of the faculties. Monitoring of the research infrastructure will be performed within the framework of the regular procedure for annual follow-ups of the organisation, as well as a part of the periodic reviews of the research. In connection with these follow-ups, the faculties' need of updates or adaptations of the current infrastructure are discussed. These results are then used later, during the budget process. The infrastructure for the management and publication of research data is provided and operated by the central support services.

#### 4.3.3 Continuous monitoring

Continuous monitoring of research activities are performed annually, in order to identify both successes as well as deviations from the goals set and activities planned. The central support services assist management, the faculties and the teacher education board by gathering, preparing, and analysing data for the planning dialogues<sup>5</sup>.

The information material used as basis for the planning dialogues are also the basis for the faculties' operational plans, action plans and strategies. At Karlstad University, as well as in the international academic community, most continuous monitoring of research is based on peer-review. Peer review is used for academic publications, in the grant review process and in recruitment/promotion of academic staff. The quality and relevance of research are also continuously quality assured through networks and conferences, as well as through collaboration with industry and commerce and the wider society.

#### 4.3.4 Periodic review

The aim of the periodic review is primarily to assess the existing level of performance and the conditions for quality development, where one of the goals is to contribute to development. The Quality Council establishes a general plan that covers six years and includes all research. For individual evaluation units this means periodic review during a period of six years. In order to be able to adapt the six-year plan according to current needs and changes of the organisation, an annual assessment plan is decided by the vice-chancellor.

##### *Evaluation unit*

The research environment, where the scientific activities are performed, is important for producing successful research. In periodic reviews, an evaluation unit consists of a department, a research centre, or a specific initiative. If required, a department can be divided into smaller evaluation units in consultation with the dean, who also decides on the final composition of the evaluation unit.

##### *Assessment criteria*

Assessment criteria for periodic review are:

- Research production and impact.
- Application of research findings.
- Conditions: organisation and leadership, expertise and maintenance of competence, capacity for renewal, research infrastructure and collaboration.
- Inclusive culture: Internationalisation, gender equality, and disciplinary transparency.
- The connection between education and research.

A more detailed description of the assessment process and assessment criteria can be found in a dedicated document.

### *Information material and findings*

Self-evaluation, bibliometric analysis, background data and external assessment form the basis for the periodic review, which then results in a report on the current performance, as well as recommendations for continued quality development. The report and subsequent analysis will be used for quality-enhancing efforts, as a basis for decisions and in the development of the university's overall vision and strategy.

The evaluation unit is responsible for analysing the outcome and for developing action plans. It falls on the vice-chancellor, or the person designated by the vice-chancellor, to approve the action plan. The faculties are responsible for follow-ups, which are normally done within two years of the approval of the action plan. The result of periodic reviews, including action plans and follow-ups, are reported continuously through planning dialogues<sup>5</sup> with university management.

## References

<sup>1</sup>Karlstad University's policy regarding management and employees  
[https://www.kau.se/files/2017-05/Ledar\\_och\\_medarbetarpolicy.pdf](https://www.kau.se/files/2017-05/Ledar_och_medarbetarpolicy.pdf)

<sup>2</sup>Plan > Do > Check > Act (PDCA)  
<https://en.wikipedia.org/wiki/PDCA>

<sup>3</sup>Rules of procedure  
[http://intra.kau.se/dokument/upload/82F31D841907724ADBjpD3327DB5/Kap\\_1\\_kau\\_arbetsordning\\_19-10-02.pdf](http://intra.kau.se/dokument/upload/82F31D841907724ADBjpD3327DB5/Kap_1_kau_arbetsordning_19-10-02.pdf)

<sup>4</sup>Vice-chancellor's delegation of authority  
[http://intra.kau.se/dokument/upload/C10B9E1E030831EB94mk338D8C40/4\\_19\\_Bilaga\\_-\\_Rektors\\_delegation.pdf](http://intra.kau.se/dokument/upload/C10B9E1E030831EB94mk338D8C40/4_19_Bilaga_-_Rektors_delegation.pdf)

<sup>5</sup>Arrangement for operations assignments and internal planning dialogues  
[http://intra.kau.se/dokument/upload/C10B9442166a720814kiFED025A4/70\\_15ordncentrla\\_verksamhetsuppdrag.pdf](http://intra.kau.se/dokument/upload/C10B9442166a720814kiFED025A4/70_15ordncentrla_verksamhetsuppdrag.pdf)

<sup>6</sup>The University's vision and strategy 2030  
<http://intra.kau.se/dokument/upload/82F3178102e2b192F7qSA6932150/VisionOchStrategi2030.pdf>

<sup>7</sup>Human resources strategy for researchers, HRS4R  
<https://www.kau.se/jobba-hos-oss/karlstads-universitet-som-arbetsgivare/human-resources-strategi-forskare-hrs4r>

<sup>8</sup>Appointments procedure at Karlstad University  
[https://www.kau.se/files/2017-10/Anstallningsordning\\_20170613.pdf](https://www.kau.se/files/2017-10/Anstallningsordning_20170613.pdf)

<sup>9</sup>Strategy and action plan for recruiting academic staff  
[https://www.kau.se/files/2019-03/Strategi\\_och\\_handlingsplan\\_for\\_rekrytering\\_av\\_larare\\_och\\_forskare.pdf](https://www.kau.se/files/2019-03/Strategi_och_handlingsplan_for_rekrytering_av_larare_och_forskare.pdf)

<sup>10</sup>Action plan for gender mainstreaming  
[http://intra.kau.se/dokument/upload/C10B94960ca69258EAYj6AB4FD35/61\\_17jamstalldhetsintegrering.pdf](http://intra.kau.se/dokument/upload/C10B94960ca69258EAYj6AB4FD35/61_17jamstalldhetsintegrering.pdf)

<sup>11</sup>Local work time agreement  
[https://www.kau.se/files/2016-08/Arbetstidsavtal\\_for\\_larare.pdf](https://www.kau.se/files/2016-08/Arbetstidsavtal_for_larare.pdf)

<sup>12</sup>A career stage-based model on pedagogical qualifications is in place at the University  
[https://www.kau.se/files/2016-09/75\\_16modell\\_meritering.pdf](https://www.kau.se/files/2016-09/75_16modell_meritering.pdf)

<sup>13</sup>Strategic goals 2019-2023  
[http://intra.kau.se/dokument/upload/82F317351ae261B084TUFBF4A5B5/Vision\\_2030\\_English\\_version.pdf](http://intra.kau.se/dokument/upload/82F317351ae261B084TUFBF4A5B5/Vision_2030_English_version.pdf)

<sup>14</sup>Guidelines for approving and discontinuing study programmes and main fields of study  
[http://intra.kau.se/dokument/upload/C10B94421b52b208C1XISU838A30/C2015\\_752riklinjer\\_inr\\_avr\\_program.pdf](http://intra.kau.se/dokument/upload/C10B94421b52b208C1XISU838A30/C2015_752riklinjer_inr_avr_program.pdf)

<sup>15</sup>Criteria for establishing or discontinuing subjects for first-cycle and second-cycle education  
[http://intra.kau.se/dokument/upload/C10B94421b52b20744lqFFF55650/C2015\\_735bedomnr\\_avv\\_huvudomr.pdf](http://intra.kau.se/dokument/upload/C10B94421b52b20744lqFFF55650/C2015_735bedomnr_avv_huvudomr.pdf)

<sup>16</sup>General rules for establishing and discontinuing courses or study programmes  
[http://intra.kau.se/dokument/upload/C10B943F076cb2C185ilXM2C9A9E/SCAN8304\\_000.pdf](http://intra.kau.se/dokument/upload/C10B943F076cb2C185ilXM2C9A9E/SCAN8304_000.pdf)

<sup>17</sup>Regulations for first-cycle and second-cycle education at Karlstad University  
[http://intra.kau.se/dokument/upload/82F31916114a320BD5My20BDC9F0/Grundutbildningsregler\\_190708.pdf](http://intra.kau.se/dokument/upload/82F31916114a320BD5My20BDC9F0/Grundutbildningsregler_190708.pdf)

<sup>18</sup>Local Qualifications Ordinance  
[https://www.kau.se/files/2018-04/Lokal\\_examensordning1.pdf](https://www.kau.se/files/2018-04/Lokal_examensordning1.pdf)

<sup>19</sup>Manual for approving courses and designing course syllabuses  
<https://www.kau.se/resurssidor/hogre-utbildning/kursplanarbete>

<sup>20</sup>Criteria for establishing or discontinuing subjects for third-cycle education at Karlstad University  
<https://www.kau.se/documents/19712?path=/0/17405/19702/19712>

<sup>21</sup>Admission regulations for first-, second- and third-cycle education at Karlstad University  
[http://intra.kau.se/dokument/upload/C10B9437113d822B16XUFF4A497D/C2016\\_309antagningsordning\\_rev.pdf](http://intra.kau.se/dokument/upload/C10B9437113d822B16XUFF4A497D/C2016_309antagningsordning_rev.pdf)

<sup>22</sup>Rules and regulations for credit transfer in first-cycle and second cycle education at Karlstad University  
<http://www.intra.kau.se/dokument/upload/82F31D221db771AFCAhg69C0104A/Regler%20och%20riktlinjer%20tillgodorakn%20grund%20o%20avancer%20niva.pdf?-session=rs:82F31D221db771965CWwD3D1D9F0>

<sup>23</sup>Student Equity Action Plan  
[http://intra.kau.se/dokument/upload/C10B9438189082783AxPFDE4CAF9/101\\_16BilagaLikabehandlingsplan studenter 1617.pdf](http://intra.kau.se/dokument/upload/C10B9438189082783AxPFDE4CAF9/101_16BilagaLikabehandlingsplan studenter 1617.pdf)

Annual reports of the faculties and the teacher education committee's decision on program selection  
[http://intra.kau.se/dokument/upload/C10B94421651715FACvoFEB3CA9F/69\\_15\\_utbudsbeslut.pdf](http://intra.kau.se/dokument/upload/C10B94421651715FACvoFEB3CA9F/69_15_utbudsbeslut.pdf)

<sup>25</sup>Revised collaborative system for programme evaluations for Karlstad University, Linnaeus University and Mid Sweden University (Treklovörn)  
<http://intra.kau.se/dokument/upload/C10B9E4E0f2421E72AnNAA415CAA/Binder3.pdf>

<sup>26</sup>European Code of Conduct for Research Integrity - Allea  
<https://allea.org/code-of-conduct/>

<sup>27</sup>Swedish Research Council Good research practice  
[https://www.vr.se/download/18.2412c5311624176023d25b05/1555332112063/God-forskningssed\\_VR\\_2017.pdf](https://www.vr.se/download/18.2412c5311624176023d25b05/1555332112063/God-forskningssed_VR_2017.pdf)

<sup>28</sup>Rules regarding reported research misconduct  
[http://intra.kau.se/dokument/upload/C10B947F13ff6201AErKFE29761E/Regleomvetenskaplig\\_oredlighet.pdf](http://intra.kau.se/dokument/upload/C10B947F13ff6201AErKFE29761E/Regleomvetenskaplig_oredlighet.pdf)

<sup>29</sup>Policy regarding the preservation of digital information

[http://intra.kau.se/dokument/upload/C10B943707be41BB00Thq1197A7A/9\\_161Policy bevarande av elektroniska handlingar.pdf](http://intra.kau.se/dokument/upload/C10B943707be41BB00Thq1197A7A/9_161Policy%20bevarande%20av%20elektroniska%20handlingar.pdf)

<sup>30</sup>Karlstad University Publishing Policy

[https://www.kau.se/files/2016-12/Translation\\_publiceringspolicy.pdf](https://www.kau.se/files/2016-12/Translation_publiceringspolicy.pdf)

<sup>31</sup>Policy on Dissemination and Utilisation of Knowledge and Research

[http://intra.kau.se/dokument/upload/C10B94280cacd1BAABRI3B507500/C2017\\_233\\_Utilisation Policy \(002\).pdf](http://intra.kau.se/dokument/upload/C10B94280cacd1BAABRI3B507500/C2017_233_Utilisation_Policy_(002).pdf)

## Appendix 1. Good research practice

Every individual who is involved in research at Karlstad University should be aware of and comply with the University's principles for good research practice. The principles specify the fundamental responsibilities and ethical values that should be applied in research. Additionally, the principles should promote reflection among academic staff and at the institution at large regarding the practical, ethical, and intellectual challenges and positions involved in research.

1	Supporting the University's vision and strategy goals
2	<p><b>Respect for ethical values and for academic freedom</b></p> <p>Ethical considerations and guidelines play a very important part in the quality of the research. All researchers are required to follow national legislation (2019:504) and Karlstad University's guidelines for research ethics. The work is rooted in the freedom of research, meaning the right to freely choose research issues, to freely develop research methods and the opportunity to freely publish research findings. Researchers are expected to take into consideration the current forefront of research when they develop their research ideas and conduct, analyse and document the research in a careful and well-thought out way. Suspected deviations from good research practice shall be handled according to the rules that stipulate measures taken in the case of a report of research misconduct<sup>27</sup>.</p>
3	<p><b>Act in accordance with current policy documents</b></p> <p>The aim of policy documents is to ensure that the institution live up to its obligations, as stated in laws, regulations, best practice, standards and contractual obligations. Academic staff at Karlstad University are individually responsible for complying with the rules and policies that apply to them. At an institutional level, the University has compliance obligations in addition to ensuring that individual compliance obligations are met.</p>
4	<p><b>Leadership and supervision</b></p> <p>The University promotes and maintains an environment that fosters and supports research of high ethical standards, professionalism and the open and honest exchange of ideas. This is achieved by providing guidelines for research activities, administrative support and continuous monitoring of the quality and needs of the research. The University promotes career development of researchers by providing training and mentoring. Academic staff involved in supervision should be aware of their responsibilities and ensure that they have the necessary expertise, time and resources to carry out the task, and to request support if required.</p>
5	<p><b>Collaboration in research</b></p> <p>The University promotes collaborations and the exchange of knowledge. Academic staff is expected to be aware of the standards and procedures that apply in collaborations with different organisations, and are also expected to seek guidance and support when needed. To report potential concerns or misconduct is the responsibility of every individual. Academic staff must try to anticipate any issues that might arise as a result of working collaboratively and clarify/come to an agreement in advance on how they might be addressed, communicating any decisions to all members of the research team. In particular, agreements must be made regarding the specific roles of the researchers involved in the project and on issues relating to intellectual property, publication, and the attribution of authorship, while at the same time recognising that, subject to legal and ethical requirements, roles and contributions may change during the time span of the research.</p>
6	<p><b>Peer review</b></p> <p>The University emphasises that peer review is an important part of good practice regarding the publication and dissemination of research and research findings; assessment of applications for research grants; and ethical review of research projects. Researchers take their obligations to the scientific community seriously by participating in expert assessments, reviews and evaluations.</p>
7	<p><b>Research data management</b></p> <p>Individual researchers and the institution ensure that all research data are collected, stored and preserved in an appropriate manner for a reasonable amount of time. This also apply to all unpublished findings and materials. Individual researchers and the institution ensure that the access to the data is as open as possible and as limited as required in accordance with the FAIR principles. Individual researchers and the institution ensure that contracts and agreements regarding research finding have reasonable and fair terms for usage and ownership of the data<sup>28</sup>.</p>
8	<p><b>Dissemination of research findings</b></p> <p>Academic staff are expected to disseminate their research findings and ensure that research is made available to colleagues in an open and correct manner, unless otherwise agreed. All academic staff members are responsible for being honest in their communication with the public, via traditional media as well as social media (Karlstad University Publishing Policy<sup>29</sup> and Policy on Dissemination and Utilisation of Knowledge and Research<sup>30</sup>).</p>
9	<p><b>Conflict of interest</b></p> <p>Academic staff must recognize that conflicts of interest (i.e. personal or institutional considerations, including but not limited to financial matters) can inappropriately affect research. Conflicts of interest must be identified, declared and addressed in order to avoid poor practice in research or potential misconduct.</p>
10	<p><b>Report violation of good research practice at Karlstad University</b></p> <p>All employees are expected to react to potential violations of good research practice. In case of suspicion of research misconduct, this must immediately be reported, in writing, to the vice-chancellor.</p>