

The Swedish Higher Education Authority's  
review of quality assurance work at higher  
education institutions

## Self-evaluation – Stockholm University of the Arts



Approved by Vice-Chancellor, 06.12.2019, ref. no. SKH 2019/721/1.3.2

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## Introduction

This review begins with a brief introduction of how Stockholm University of the Arts (SKH) was established and has subsequently been developed. There is also a short introduction to the University's education and research. This self-evaluation consistently uses the abbreviation SKH.

### **Stockholm University of the Arts: background and preconditions**

Stockholm University of the Arts was established in 2014 as a result of a merger between the University College of Opera, the School of Dance and Circus and the Stockholm Academy of Dramatic Arts. The purpose of SKH was to strengthen and develop the artistic research environment and to promote a dynamic interplay between education and research.

When the Government took the decision in 2012 to create SKH, an organisational committee began the work of designing a university with the aim of establishing a solid foundation for artistic research. The ambition was for SKH to have the potential to satisfy the requirements for third-cycle artistic qualifications. Well-established first and second-cycle courses and study programmes were already available at the three individual University Colleges.

The focus was initially on shaping a strong, stable research environment with a critical mass to enable interdisciplinary and experimental collaborations. An important process for SKH in the early years was its work to formulate the application to the Swedish Higher Education Authority for permission to award third-cycle qualifications. This work was carried out in a process that took advantage of the skills of the three individual universities within their respective fields. At the same time, there was a strong focus on looking ahead in order to create new potential areas of research. The involvement in the process revealed opportunities, which were highlighted and became the foundation for development work within SKH. SKH has been authorised to award third-cycle qualifications since 2016, which means that it is now able to issue degrees at all higher educational levels.

The merger between the three university colleges has resulted in organisational development being an important strategic element in the work of steering SKH towards the objectives set out in the strategic plan.

The University Board decided to remove the level that corresponded to the three former university colleges, each of which was led by a Dean. As of 1 January 2018, heads of department lead the work at SKH's seven departments and are responsible for their respective activities, reporting directly to the Vice-Chancellor. The aim of the new organisation has been to establish shorter decision-making and communication paths as well as skills development for the staff, through better contact and dialogue across the departmental boundaries throughout SKH.

In parallel with intensive and demanding development work aimed at building a university college and an authority into a well-functioning organisation with common goals and strategies, education and research have also been conducted and developed. Since its creation in 2016, the Council of Education and Research (the Council below) has worked on issues of great importance for developing the quality of the core activities. For example, education programmes have been developed and modified to strengthen the research basis and enable a progression from first cycle to third cycle.

Work is also being conducted to bring together the whole of SKH in a single, shared campus, rather than the four separate addresses at which SKH is currently located. This work includes an analysis of the current activities. Future education and research can be planned on the basis of this analysis.

The University Board has decided that the name Stockholm University of the Arts (SKH) should be used in future, and not in combination with the names of the previous university colleges.

## **Education and research at SKH**

SKH offers education at first and second-cycle level in the fields of circus, dance, dance pedagogy, film, choreography, opera, media, performing arts and acting. The courses and study programmes are gathered within the main fields of circus, dance, dance pedagogy, choreography, opera, stage and media. The focus is on programme studies, although the departments also offer freestanding courses. Around 75 per cent of the students' study within programmes. SKH has approximately 450 first and second-cycle full-time equivalent students.

Since 2016, SKH has had degree-awarding powers for third-cycle artistic degrees within performative and mediated practices. The first defence of a doctoral thesis was conducted in autumn 2017. SKH currently has 23 doctoral students.

SKH has around 200 employees, including 19 professors.

SKH's field of research is Artistic Practices and the research subject is Performative and Media Based Practices. It is based on practice and research carried out in the research specialisations of film and media, choreography, opera and stage. Specialised research has been reinforced and expanded through four thematic profile areas:

- Concept and Composition;
- Art, Technology, Materiality;
- Bodily and Vocal Practices;
- Site, Event, Encounter.

These profiles are strategic investments and are intended to create opportunities to develop and expand transdisciplinary and thematic hybrids in the research specialisations, as well as to swap experiences across subject specialisations. The profiles are not linked to research subjects or artistic fields and disciplines, rather they are characterised primarily by an interdisciplinary or transdisciplinary approach. Each profile area is led by a professor.

SKH's research environment is characterised by subject-specific and transdisciplinary discussions on issues common to the field of Artistic practices. Different arenas for discussions and conversations have been established, where meetings take place between the various research specialisations. Students and doctoral students also participate in these arenas. SKH's courses and study programmes include a variety of artistic practices that relate to the research specialisations. All education at SKH is linked to research and includes qualifying elements.

## Part 1: SKH's quality system

### Development of quality enhancement activities at SKH

SKH's quality system has developed over time since the establishment of SKH, building on processes and working methods that already existed in order to assure and enhance the quality of the courses and study programmes at the three former university colleges. The processes have been repeatedly assessed, evaluated and developed, which has been part of the learning and a way of disseminating good practice within SKH. The aim has been to create a common, uniform quality system for the whole of SKH, based on common strategies, guidelines, working methods and processes. The aim has also been to achieve a quality system that is perceived as functional for the entire operation and that satisfies the national and international requirements for quality assurance.

University-wide follow-ups and evaluations have been further developed. For example, course evaluations have previously been conducted according to the departments' own procedures, but since 2017 there have been common guidelines for course evaluations for all courses at SKH. The system and the use of course evaluations have been developed in recent years, on the basis of both the revision of the guidelines and the Swedish Higher Education Authority's (UKÄ) remarks in the review of the compliance with the applicable rules and regulations at SKH in 2018.

Programme evaluations were introduced in 2015 to provide an overview of students' opinions concerning their education. In 2018 SKH conducted a learning environment survey for the first time. A pilot round of education evaluation is currently underway, including an external review. In addition to these university-wide follow-ups and evaluations, the departments also carry out their own follow-up and evaluations, such as continual oral evaluations and interviews before they graduate.

Since its establishment, the Council of Education and Research has developed and revised steering and support documents in order to assure and develop the quality of SKH's courses and study programmes, as well as to achieve uniformity when it comes to working methods and processes within the organisation. Examples include guidelines regarding the establishment of education programmes, strategies for the development of second-cycle education, such as research training, as well as guidelines for course evaluations in order to develop these and the processes relating to their implementation.

In the former organisation, dialogues on operations were carried out with the Deans, and they are now conducted with the heads of department. During these dialogues, the quality enhancement activities and issues relating to quality development since the outset have been discussed and followed up.

Using guidelines approved by the Vice-Chancellor for the systematic quality enhancement activities, the quality system has been formalised and various existing elements have been further developed. The guidelines highlight the structure of the working method, in order to safeguard and develop the quality of the operations as well as ensure that feedback is provided to those concerned regarding the measures that are implemented.<sup>1</sup> In conjunction

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<sup>1</sup> Guidelines for systematic quality enhancement activities at Stockholm University of the Arts, ref. no. SKH 2019/296/1.2.4, 13.03.2019.

with the clarification of the quality system, areas such as systematisation, feedback and follow-up have been identified as areas that need to be developed.

## The foundations of SKH's quality system

SKH' quality system is based on a general model for systematic quality enhancement activities, which are common to the entire operation. The foundations comprise both the framework for the quality enhancement activities, as well as the way in which these systematic activities are conducted.

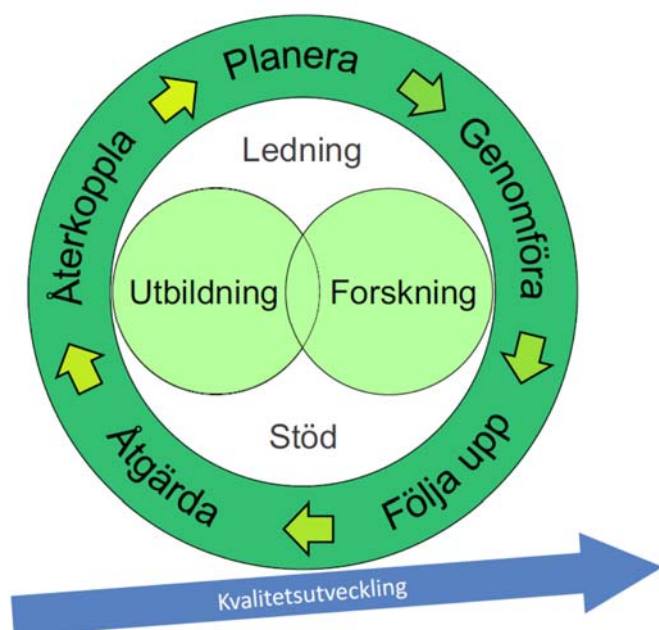
### Framework for the quality enhancement activities

- Laws, regulations
- National and international requirements for quality assurance work: Swedish Higher Education Authority, ESG
- Internal steering documents: strategic plan, rules of procedure, quality policy, guidelines, etc.

### How the quality enhancement activities are conducted

- Through the enhancement cycle
- Through clear processes
- In accordance with clear steering and support documents
- Through structured information gathering
- Through dialogues
- Through operational planning

The systematic approach to developing and assuring the quality of the operations is based on the enhancement cycle, which means that all activities must be systematically planned, implemented, followed up, adjusted and feedback provided to those affected according to the picture below. This systematic approach means both ensuring that the operations meet the stipulated objectives and requirements, as well as developing the operations in order to achieve SKH's visions and objectives.



A prerequisite for being able to work systematically according to the enhancement cycle is that each phase, *plan – implement – follow up – adjust – feedback*, contains clear processes and steering and support documents clarifying what is to be done and by whom. The follow-up phase uses structured information gathering activities in the form of follow-ups and evaluations that are conducted on a regular basis (see Sections 1.1 and 1.4). Implementation and further development of the systematic quality enhancement activities within SKH's education have been prioritised. Corresponding activities will also be further developed for research in the future. The model and the foundations are the same.

### Processes

The implementation of the quality system has meant for example, that a number of key processes within education and academic support as well as those related to the governance of the operation, have been identified and clarified. The processes were already in existence and have now been systematised and adopted.

The key processes that have been prioritised in 2019 are those processes that have been deemed important in order for the education and operations in general at SKH to be able to maintain a high level of quality. These key processes are:

- education planning
- admission of students and doctoral students
- preparation of syllabus (under development)
- implementation of course evaluation
- establishment and revision of individual study plans within research education (under development)
- process for the operational plan
- the budget processes
- provision of skills

- recruitment of teachers
- systematic work on the working environment
- supply of premises
- information security.

The process descriptions for the processes involving multiple organisational entities have been approved by the Vice-Chancellor. In the next step, procedures are developed by those units and functions involved in the process, to the extent these are absent, in order to be able to work in accordance with the process. This constitutes ongoing development work.

### Steering and support documents

The Council has established or revised a number of steering and support documents within its area of responsibility, and which constitute a basis for the systematic quality enhancement activities.

### Structured information gathering

SKH uses various structured information gathering methods in the form of follow-ups and evaluations, in order to develop the operation according to the image below. The information gathering activities within education are described in greater detail in Section 1.4, the dialogues on operations in Section 1.1 and the employee survey in Section 2.2.





### **Operational planning and activity dialogues**

Measures that need to be taken as a result of the systematic quality enhancement activities and that must be planned and budgeted for are handled in the regular operational planning process. Operational planning includes activity dialogues, which are conducted each semester between the Vice-Chancellor and the Head of Department. The activity dialogues are a forum for dialogue regarding the departments' ongoing and planned activities, including the systematic quality enhancement activities. See also Section 1.1.

### **Division of responsibility in quality enhancement activities**

According to Rules of procedure at SKH, the responsibility for quality development and quality follow-up lies with the Vice-Chancellor, with operations managers and with the Council.<sup>2</sup> A prerequisite for the continuous development of operations is for everyone to participate. This also includes the students and doctoral students, as their perspectives are a precondition in order for the operations to maintain a high level of quality. The organisation and the division of responsibilities are described in greater detail in Section 1.2.

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<sup>2</sup> Rules of Procedure, Stockholm University of the Arts, ref. no. SKH 2017/986/1.2.4, 18.09.2019.

## Part 2: Assessment areas

### 1. Assessment area: Management and organisation

This chapter outlines how SKH's quality system supports the work of developing the operation towards the vision and objectives, the division of responsibilities when it comes to quality enhancement activities, how the system and the courses and study programmes are followed up and developed, as well as how the information from quality enhancement activities is utilised and disseminated.

#### 1.1 SKH's quality system

**Assessment criteria:** *The HEI's quality system is designed to ensure the quality of the programmes and is connected to the overarching goals and strategies which the HEI has established for its educational offerings.*

*The HEI has an established quality assurance policy, or equivalent, which is public and a part of its strategic governance.*

#### Steering documents in this field as well as strategic planning

In the spring of 2020, the University Board will set out a new strategic plan for the period 2020–2023. This will replace the current plan, which has been applied during the period 2016–2019<sup>3</sup>.

During 2019, the quality policy<sup>4</sup> has been revised and expanded to cover not only the core activities, but also academic support. The quality policy sets out both what the quality enhancement activities generally entail, as well as the level of quality with SKH's education, research and academic support. The guidelines for systematic quality enhancement activities established by the Vice-Chancellor are more detailed than the policy, and clarify the frameworks for the systematic quality enhancement activities and what is meant by a systematic working method when it comes to developing and ensuring the quality of SKH's activities.<sup>5</sup>

SKH's activities are based on the strategic plan. The goals set out in the plan govern the activities that are planned and implemented, which are also supported by the design of the operational plans. The quality policy and guidelines for systematic quality enhancement activities indicate how SKH should develop the quality of the operations in order to meet the objectives.

#### The structure of the quality system to ensure and develop quality

##### *Overall*

As mentioned in Part 1, the enhancement cycle is the basis for systematic quality enhancement activities at SKH. Clear processes as well as steering and support documents must be

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<sup>3</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

<sup>4</sup> Quality policy for Stockholm University of the Arts, ref. no. 2017/432/1.2.4, 06.03.2017. The aim is for the Vice-Chancellor to set out the new quality policy in December 2019.

<sup>5</sup> Guidelines for systematic quality enhancement activities at Stockholm University of the Arts, ref. no. SKH 2019/296/1.2.4, 13.03.2019.

available in all phases of the enhancement cycle, i.e. *plan – implement – follow up – adjust – feedback*.

The structuring of the key processes is part of ensuring the quality of the courses and study programmes. The processes have been clarified according to a shared template, which also sets out how the specific process should be followed up, who is responsible for implementing measures in order to develop the process and how feedback to affected parties should take place (see the matrix below). Each process description clarifies which steering documents form the basis for the process in question, as well as which support documents are available, for example in the form of templates (see example below).

The relevant process description states whether the process is linked to any ESG<sup>6</sup> and, if so, which. Each process description also includes a plan for how the process is to be implemented. The timetable for implementation varies between processes, depending on how extensive a process is.

Below is an example of how the initial matrix in each process description is designed.

| What                        | Objective   | Basis for follow-up  | Reconciliation and analysis  | Responsibility for action     | Steering/support documents  |
|-----------------------------|---|--|--|-------------------------------|---|
| Implement course evaluation | The students are given the opportunity to submit their views on the completed course through a course evaluation, in accordance with the guidelines determined by NUF | Summary of course evaluations for the semester by Head of Department<br><br>Analysis of results from following-up of the course evaluation process | NUF<br><br>Dialogue on operations<br><br>Management team<br><br>Vice-Chancellor's meetings with the student unions | Head of Department<br><br>NUF | Guidelines for systematic quality enhancement activities at Stockholm University of the Arts<br><br>Course evaluation guidelines<br><br>Template for Summary of course evaluations for the semester by Head of Department |

The structured information gathering activities are used to develop the quality of the courses and study programmes. In order for this to be possible, the results need to be dealt with and analysed, and measures must be identified and implemented. Implemented measures must be notified to students, faculty and other affected staff, and be utilised in the planning process for the next time something has to be done, i.e. the systematic development work is carried out according to the entire cycle.

Below is a description of how the enhancement cycle works in general and with a tangible example of the establishment and modification of an education programme. Processes and procedures for establishing and modifying programmes are described in greater detail in Section 3.1.

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<sup>6</sup> Standards and guidelines for quality assurance in the European higher education field.

## *Quality enhancement activities according to the enhancement cycle*

### Plan

Proposals are developed and their quality assured during the planning phase. An assessment is carried out as to whether the conditions exist to carry out high-quality operations. If the conditions exist, the decision is taken to implement the operation. The resources required to carry out the operation are ensured. Clear steering and support documents, as well as processes with associated procedures, are the foundation and contribute to common working methods being used within the organisation.

Example: The department that wants to establish a new education programme develops decision-making grounds based on the guidelines determined by the Council. The proposal is discussed with the Council, which examines the proposal on the basis of the guidelines. If the Council considers that the prerequisites exist to carry out the new education programme with a high level of quality, the Council will decide to forward the proposal to the Vice-Chancellor for a decision. If the Vice-Chancellor decides to establish the education programme, the Council will discuss and decide on the programme syllabus. Course syllabuses are drawn up, prepared and determined according to the existing guidelines and templates. During the planning phase, time is set aside for faculty who are going to be teaching on the programme, premises and technical facilities are booked and scheduled, etc.

### Implement

Detailed planning of the activities is performed during the implementation phase. During the implementation of the activities, continuous following-up is also carried out. Adjustments based on the planning that has been conducted may be required in order for the activities to be carried out with a high-level quality.

Example: Detailed planning of the education programme is performed prior to the start of the courses and study programmes and while they are in progress. This is done, for example, by developing study guides, course memos or equivalent, which the teacher follows in his or her teaching. For newly created programmes, the documentation that was drawn up during the preparation phase is important, as it is clear from this how the programme should be structured and where within the education a specific intended learning outcome should be examined. There is continuous follow-up during the implementation of the programme, including in the form of a dialogue with the students. The content or structure of the education is adjusted on the basis of comments that have emerged or other circumstances, in order for the education to be carried out with a high level of quality.

### Follow up

In order to develop the courses and study programmes, structured information gathering activities that are common to all education are used. The results of the follow-ups and evaluations carried out are analysed and reported.

Example: Course evaluations are performed after each completed course. Programme evaluations are carried out every other year, and a study environment survey is also conducted every other year. Each education programme is evaluated with an external review every six years. The department is responsible for ensuring that the results are compiled and analysed.

#### Adjust

Proposals for a plan of action are drawn up. Measures are analysed and determined. The adopted measures are intended to develop the activities, but may also involve decisions to phase out an activity if the measures required to maintain a high level of quality are too extensive and resource-intensive. There are clear processes and working methods that describe who is responsible for implementing measures and how these measures should be followed up.

Example: Based on the results of course evaluations, programme evaluations and other evaluations, the department draws up a basis for modifying an education program according to the guidelines determined by the Council. If this modification affects the conditions in relation to the supporting data that formed the basis for the establishment, the Council will review and discuss this supporting data. Once the matter has been fully prepared in the Council, the Vice-Chancellor will decide on the modification. A measure may also entail a minor modification to the programme. This is prepared and adopted in one of the local committees.

#### Feedback

The results of the follow-up phase and the measures planned or implemented are notified to those concerned. This means that both those who have submitted comments and those who will be planning the activities the next time they are implemented will receive feedback regarding results and measures.

Example: Faculty with responsibility for programmes and courses etc. provide feedback to affected students regarding the changes that have been made in the programme, including on the basis of the follow-ups and evaluations that have been conducted. The modifications that have been adopted are included in the planning ahead of the next time the programme is to be implemented. Feedback on the modifications is provided to faculty for the programme.

#### **Planning and following-up of activities including the quality system**

Measures that need to be implemented as a result of the systematic quality enhancement activities, and which SKH must plan and budget for, are handled in the regular operational planning process.

The operational planning process is, as mentioned above, one of the key processes which have been further developed over the years. One aim of this work has been to clarify how

budget work, education planning and the tangible work of developing an operational plan are interconnected, and thereby to provide clarity in the governance of the activities.<sup>7</sup> These three processes start during the spring semester with a general discussion in the management team about the following year's priorities.

Operational plans are developed locally at the departments and describe planned activities, risks and measures aimed at minimising the risks. The plans are based on the areas within SKH's strategic plan – education, research, collaboration, organisation and resources – and the objectives for each area.<sup>8</sup> Also linked to the operational plans is a follow-up of activities, in which implemented measures from the current financial year are specified, as well as ongoing activities. The Vice-Chancellor draws up a SKH-wide operational plan, based in part on the local plans. This is established by the University Board at SKH.

Operational planning also includes the activity dialogues, which are conducted each semester between the Vice-Chancellor and the Head of Department. Faculty and other staff from the departments participate in the dialogues, as do the management and administration functions that have matters to follow up and discuss with the departments. The Head of Department also invites student representatives to take part in the dialogue.

The activity dialogues are a forum for dialogue regarding the departments' ongoing and planned activities on the basis of the departments' operational plans, including the systematic quality enhancement activities. The dialogues also include a follow-up of the previous semester's dialogue. The results of the dialogues constitute supporting data for the development of the operation and are part of the quality system. The dialogue results in various measures being implemented. These are documented. Opinions from the departments on a general level, which need to be handled by SKH's management or the joint administration, are forwarded to the relevant function within SKH for further handling.

Several measures have been implemented on the basis of comments made during the dialogues on operations. For example, the division of responsibilities between the departments and the Facilities and Services Department has been clarified. An annual cycle has been developed for the heads of department in order to clarify what recurring activities during the year relate to them. Feedback about the measures that have been implemented following the dialogues on operations is provided to the departments in various ways, including during the subsequent dialogue.

The part of the dialogue that deals with quality enhancement activities is both a follow-up to the systematic quality enhancement activities as well as providing supporting data for continued development. The results are documented and, as from 2019, parts of the documentation make up one aspect of the supporting data for an annual quality report. For example, this includes a follow-up of whether course evaluations have been carried out according to the guidelines, as well as whether the results of different follow-ups and evaluations have been dealt with and whether measures have been implemented and feedback provided. Furthermore, a follow-up is performed looking at how the quality system is being implemented and whether any quality development initiatives have been

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<sup>7</sup> Process description: Budget process (ref. no. SKH 2019/718/1.2.2), Process description: Education planning (ref. no. SKH 2019/729/3.1.1), Process description: Operational plan process (ref. no. SKH 2019/719/1.2.2).

<sup>8</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

implemented during the year. The purpose of the quality report is to follow up and develop the systematic quality enhancement activities (see also Section 1.4).

The image below shows how aspects related to governance and following-up of the operation are connected.



### Analysis of strengths and development areas

The fact that the quality system that has been selected is common to all operations at SKH is a strength, as it facilitates communication regarding quality enhancement activities and the exchange of experiences throughout the organisation.

SKH has had a strategic plan since its inception and, over time, it has developed the processes for operational planning and dialogues on operations. The systematic quality enhancement activities have now been linked more clearly to these existing processes, which is a strength. As the dialogues on operations that are conducted once per semester also include a follow-up of the quality enhancement activities, this makes it clear that quality enhancement activities are an integral part of the operation. The part of the activity dialogue that covers quality enhancement activities and quality development is linked more clearly to a follow-up that will be used in the upcoming quality report. The fact that existing activities are also used for dialogue and following up the quality enhancement activities, such that new parallel activities do not need to be developed and implemented, is also a strength.

Systematic quality enhancement activities are continually being developed, above all in relation to the systematics in and the documentation of the quality enhancement activities, but also when it comes to ensuring that feedback is provided regarding the changes being implemented. The quality report that is produced for the first time in 2019 will be an important foundation for the continued development work.

The process descriptions are produced on the basis of the various phases of the enhancement cycle. Use these as a starting point, the areas for development will become apparent. The following-up of the processes, according to the process descriptions that have been determined, will clarify what needs to be developed in each process.

The ongoing implementation of the quality system includes further fleshing out for faculty and other staff members of what the various concepts relating to the quality system entail, as well as to make it clear that a large proportion of the quality enhancement activities that are carried out are part of the system.

The quality system provides a general model for systematic quality enhancement activities, which may in future need to be developed more towards taking advantage of the special characteristics of artistic education and artistic research.

## 1.2 Organisation and division of responsibilities

**Assessment criteria:** *The HEI has an appropriate and clearly defined allocation of responsibilities for the quality work.*

### SKH's organisation

The structure of SKH's organisation can be seen from the organisational chart below. The University Board is SKH's most senior decision-making body. The Vice-Chancellor is the head of the authority and manages the operations, reporting to the University Board. The Vice-Chancellor's deputy is the Pro-Vice-Chancellor. In addition to the Vice-Chancellor and Pro-Vice-Chancellor, SKH has a vice-rector for research and a vice-rector for collaboration. In addition to the Vice-Chancellor and Pro-Vice-Chancellor, the University's management includes the vice-rectors, the heads of department, the director of administration, the HR manager and the communications manager.

The operations at SKH are organised into seven departments, a joint research centre and a university-wide academic support. The departments are led by heads of department, who are responsible for the department's education, research and cooperation with the outside world.

The vice-rector for research is responsible for the activities at the research centre, with responsibilities and powers that correspond to overall operational responsibility for the research centre's activities, including research education, research and collaboration with the outside world.

The vice-rector for collaboration manages and is responsible for SKH's overall work on collaboration and the coordination of this work internally. This includes coordinating SKH's overall work on active conscious inclusion (ACI, see Chapter 4) and being responsible for training in higher education teaching and development at SKH.

SKH's academic support is organised in the administration, which is led by a director of administration, and in the library, led by a head librarian.

The administration is divided into department led by heads of department.<sup>9</sup>

There are also support staff at the departments, who report to the head of department.

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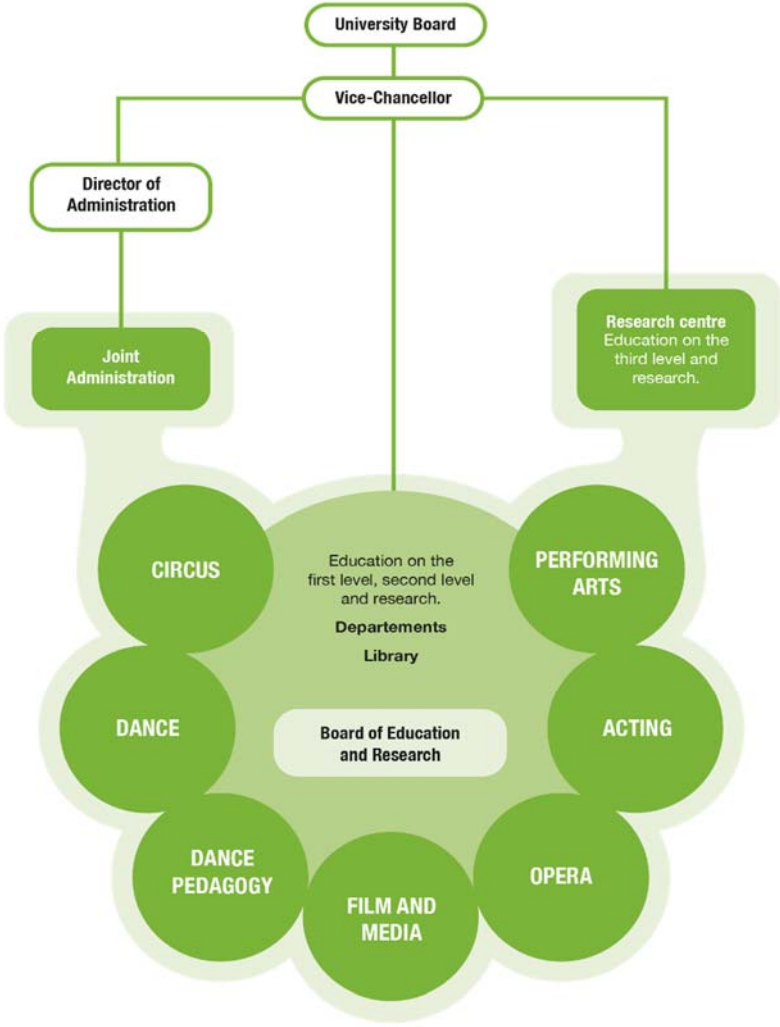
<sup>9</sup> The departments are the Financial Department, the Facilities and Services Department, the Research Office, the HR Department, the IT Department, the Communications Department and the Educational Administration Department. There is also a management office that is led by the Director of Administration. The departmental managers form the Director of Administration's management team.



The Council is a collegiate body made up of faculty and student representatives. It also consists of two external members, at least one of whom should possess expertise in the field of artistic education.

The Council is responsible for overall planning, quality monitoring and quality development of the combined core activities, as well as for conducting external monitoring both nationally and internationally. The Council makes university-wide strategic decisions that require an assessment of the structure, implementation or quality of the education, or the organisation or quality of the research. The Council makes decisions about e.g. course and programme syllabuses, general and individual study plans in research education, as well as the process in respect of calls for project funds and other specific investments within research and development. The Council also submits proposals to the Vice-Chancellor, for example regarding the establishment, modification and discontinuation of programmes.

The Council has established four committees, three local committees and a third-cycle studies committee. By virtue of powers delegated by the Council, the committees prepare and make decisions on course syllabuses. The third-cycle studies committee also prepares other matters relating to research education. The Council is currently discussing an amended committee structure as from 1 July 2020, with the aim of making it more appropriate and effective.



### **Division of responsibility in quality enhancement activities**

SKH's Rules of procedure set out the division of responsibilities when it comes to quality enhancement activities at various levels.<sup>10</sup> However, a prerequisite for the continual development of operations is for everyone to participate. Participation and commitment is also important among the students and doctoral students, as their perspectives are necessary in order for the operations to maintain a high level of quality.

The Vice-Chancellor decides on the overall quality system for SKH. The quality system is common to the whole of SKH, such that it forms a common basis for the systematic quality enhancement activities. The responsibility for the ongoing quality enhancement activities lies with heads of department, vice-rectors and other managers.

As mentioned above, the Council is responsible for areas such as overall quality follow-up and quality development of the combined core activities. The Council also submits supporting data prior to the Vice-Chancellor making decisions on quality follow-up and quality development of education and research. The Council also makes decisions on the prioritisation of areas for quality follow-up and quality development of education and research, as well as decisions on planning and implementation of quality audits of study programmes.

The joint administration includes a quality officer with university-wide coordination responsibility for quality issues. This role includes e.g. coordinating the systematic quality enhancement activities at SKH.

### **Analysis of strengths and development areas**

The decision and delegation procedure at SKH has a clear focus on quality development and quality follow-up. The responsibility for this lies with the Vice-Chancellor, with the operations managers and with the collegiate Board, which is a strength and highlights responsibility and participation at several levels.

## **1.3 Participation, commitment and responsibility**

***Assessment criteria:** The HEI has systematic processes that encourage participation, engagement and responsibility among teachers, other staff, students and doctoral students.*

### **Processes to encourage participation, commitment and responsibility**

SKH's quality culture, which is the foundation for the quality enhancement activities, should be anchored throughout the organisation. Students, employees and managers focus actively on processes which facilitate participation, commitment and the development of potential at all levels.<sup>11</sup>

In order to encourage participation and commitment in the quality enhancement activities, as well as wide-ranging accountability, it is important for the results of the quality enhancement activities to be notified to those concerned at all levels. This applies both to employees

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<sup>10</sup> Rules of Procedure, Stockholm University of the Arts, ref. no. SKH 2017/986/1.2.4, 18.09.2019.

<sup>11</sup> Guidelines for systematic quality enhancement activities at Stockholm University of the Arts, ref. no. SKH 2019/296/1.2.4, 13.03.2019.

as well as to students and doctoral students. Different communication and information channels are important in order to achieve this. This also applies to the working methods used in various joint projects.

The opportunities for students and doctoral students to get involved and assume responsibility for quality enhancement activities are primarily realised through representation in various preparatory and decision-making bodies, as well as through participation in the follow-ups and evaluations that are carried out. See also Chapter 5 regarding the participation, commitment and influence of the students and doctoral students.

Recurring meetings, both joint and department-specific, are conducted to disseminate information and establish participation and commitment among the staff. In addition to providing information about and an opportunity to discuss current issues, the joint meetings are also intended to create a sense of togetherness within the organisation. In addition, the work of the Council and its associated committees and other joint bodies within SKH leads to commitment and participation.

Examples of joint meetings and activities carried out include the staff meetings that the Vice-Chancellor holds once a month, to which all staff are invited. The head of administration also conducts breakfast meetings for all technical and administrative staff once a month. During the spring and autumn of 2019, recurring themes at both staff meetings and breakfast meetings have been quality enhancement activities, the strategic plan, projects regarding SKH's future premises and projects in respect of the name structure in order to clarify SKH's identity. Once a year, a joint staff development day for all staff is also conducted with a specific theme. On the first day of each semester, a joint semester start is held for students and staff.

In addition to the meetings, information is also disseminated via SKH's internal website and an internal electronic weekly newsletter. In order to spread information about and make it easier for management, employees and students to participate actively in the quality enhancement activities, a website on quality enhancement activities will be launched at the start of 2020. This website will include information about and from the quality system. The website is also an important channel for disseminating information about SKH' quality enhancement activities externally.

Example: A tangible example of university-wide work, based on participation and commitment on the part of both employees and students, is the work aimed at developing a strategic plan for the period 2020–2023. All employees and students were invited to contribute to the process in various ways. This also applied to alumni, external partners and other stakeholders. A number of workshops were carried out, offering an introduction to strategic planning. An online survey was also used to invite all employees, students, organisational units, alumni and external parties to submit contributions to the plan.

At department level, SKH works in various ways to help employees feel a sense of involvement and commitment. This is done e.g. through regular meetings with all the staff in the department or solely with the teaching staff. For example, these meetings address issues about operations, development work and the working environment. The meetings are also a place for academic conversation.

Involvement and commitment are also achieved in other ways. For example, the Department of Film and Media has various groups that are appointed prior to each academic year, including a group that is responsible for the planning of admissions work, a course evaluation group and a group that has worked to draw up supporting data ahead of the start of new education programmes. At the Department of Acting, the head of department holds regular reconciliation meetings with faculty and students in order to develop procedures and processes within the operation.

The Council also appoints working groups, made up of faculty and students, to work on specific issues. Such working groups have e.g. drawn up guidelines for course evaluations and for the development of second-cycle studies. These working groups have meant that involvement in the joint development work has not been limited to the members of the Council.

SKH has an international education and research environment, which contributes to the quality of the operation. The Swedish language may be a challenge for some. As a result, the potential to participate and feel a sense of involvement in the joint work may also be a challenge, as the official language is Swedish. To make things easier, as much as possible is translated into English.

#### **Analysis of strengths and development areas**

The short communication paths that SKH has achieved through the current organisation are a strength, as is the potential to bring together all the staff at the same time. The fact that several of the channels and forms of communication and information that are used are well established is also a strength.

There is a high level of commitment among the staff in respect of quality enhancement activities and quality development. For people on short-term contracts or for whom only a small percentage of their working hours are performed at SKH, such as part-time teachers, it can be difficult to take on and prioritise this work, as the time they spend at SKH must be devoted to teaching.

One area of development is to further develop common arenas within SKH where employees can exchange experiences about quality development issues and best practice. Such an exchange is a way of developing skills regarding these issues and of making the quality system more tangible.

### **1.4 Results and conclusions generated by the quality system**

This section also presents the assessment criteria 3.5 and 3.6 in UKÄ's guidance for reviewing the quality assurance work of HEIs, and which belongs to the assessment area Design, implementation and results.

**Assessment criteria:** *The HEI ensures that the results and conclusions generated by the quality system are systematically utilised in strategic governance, quality enhancement activities and in the development of the quality system.*

*Based on regular follow-ups and periodic assessments, the HEI implements the required measures to improve and develop the courses and programmes.*

*The HEI ensures that the information generated by the quality system is published and communicated appropriately with the relevant stakeholders and spread throughout the organisation.*

*The HEI ensures that the assessment results are published and the planned or implemented measures to improve and develop the courses and programmes are communicated in an appropriate way with the relevant stakeholders.*

### **Results and conclusions generated by the quality system**

According to SKH's guidelines for systematic quality enhancement activities, the quality system must be followed up via a quality report, which is produced by the quality coordinator at SKH and presented to the University Board, the Vice-Chancellor, the Council and management team once per year. It can also be seen from the guidelines that operational managers and the quality coordinator are responsible for ensuring that measures are implemented and that feedback is provided to the parties concerned.<sup>12</sup>

As described in Section 1.1, quality enhancement activities are followed up in the activity dialogues, and this is one of the foundations for the quality report. The purpose of the report is to follow up and develop the systematic quality enhancement activities. The quality report includes an account of quality enhancement activities carried out within the framework of the quality system, as well as measures that have been implemented or are planned in order to develop the systematic quality enhancement activities. More extensive measures that need to be planned or budgeted for are included in relevant operational plans.

The quality report, which is being implemented for the first time in 2019, will be discussed in the Council and presented to the University Board, the Vice-Chancellor, the management team and the administration's management team for the first time at the start of 2020.

SKH makes use of structured information gathering activities – follow-ups and evaluations – to collect information about the courses and study programmes. Examples of such information gathering activities include course evaluations, programme evaluations and study environment surveys. These activities are described in more detail below.

Work is in progress aimed at clarifying the processes regarding how results from the structured information gathering activities should be dealt with, notified in the form of feedback and followed up. The development work is based on how the results of the information gathering activities have been dealt with previously and what needs to be clarified and developed. A concrete example is the results of the study environment survey, which is carried out every two years starting in 2018. These results should primarily be utilised in the working environment plans, although certain results may also need to be

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<sup>12</sup> Guidelines for systematic quality enhancement activities at Stockholm University of the Arts, ref. no. SKH 2019/296/1.2.4, 13.03.2019.

addressed in other ways, for example by the Council. A review of this is in progress, prior to the implementation of the study environment survey in spring 2020.

Example: A concrete example of how results have been dealt with, and systematically adjusted and notified in the form of feedback, is the results of the review of the compliance with the applicable rules and regulations carried out by UKÄ at SKH in 2018. The measures were structured in an action plan, which also specified who is responsible for each measure and the date by which it should have been implemented. The responsible officer has continually reconciled the action plan with those who are responsible for the measures. This review has led e.g. to revisions of steering documents in order to clarify the equal opportunities aspect and revised guidelines for course evaluations (see below).

The process descriptions for key processes indicate how the area, such as admissions, and the process itself are followed up. The results of the follow-ups will constitute important data from the quality enhancement activities and for continued development. During the work aimed at developing the process descriptions, it became clear which procedures and support documents need to be developed. One example is the procedures for the Council's following-up of course evaluations (see below). Another is the procedures for calling for applications in the application system and on SKH's website prior to a new admissions round.

### **Continual following-up and periodic reviews of SKH's courses and study programmes**

The structured information gathering activities that SKH uses to follow up and evaluate the courses and study programmes are systematised and common for the whole of SKH. In addition, the departments have their own activities for following up on and evaluating the courses and study programmes, including through an ongoing dialogue with students regarding the quality of the education and the students' own development.

Below is a more comprehensive description of the structured information gathering activities. These activities are referred to in the subsequent chapters.

#### *Course evaluations*

The SKH-wide system of course evaluations, which covers the course evaluations carried out in conjunction with the completion of a course, has been revised by the Council ahead of the spring 2019 semester.<sup>13</sup> The revision was carried out in order for students to be able to submit their comments in a scenario in which their course coordinators are not involved. The revision has also made it possible to monitor the development of course quality over time and between courses. These course evaluations, which are conducted in writing, contain six mandatory questions. The teacher or the department may choose to supplement these with additional questions.

As from Spring 2019, the course evaluation opportunities are being scheduled in order to increase response rates. The new guidelines mean that course coordinators write a course report regarding the results from the course evaluation, including proposed measures.

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<sup>13</sup> Guidelines for course evaluations, ref. no. SKH 2018/375/3.1.3, 28.11.2018.

According to the guidelines, the course reports must be inserted into binders, which are kept available at the library. The course reports will be kept available digitally in future.

The guidelines also specify that, at the beginning of each course, the course coordinators must notify the results of the course evaluations from the most recent course and other similar courses. Programmes includes several courses that follow on directly from courses in previous semesters, such as courses in circus discipline. For these, comments that have been submitted regarding the course during semester 2 are often relevant for the planning of the course in semester 3 as well. In this way, students can see immediately how the comments they have submitted affect the planning of upcoming courses, which will probably lead to students prioritising participation in the course evaluations to a greater extent.

Working on the basis of the faculty's course reports, the heads of department produce each semester a compilation of all the course evaluations that have been conducted during the semester, and submit this to the Council. This compilation includes the measures that have been implemented or that are planned, as well as the head of department's reflections. The heads of department also have the opportunity to raise issues with the Council for further handling.

As mentioned above, the implementation of these course evaluations is one of the key processes that have been prioritised during 2019. The process description is based on the guidelines adopted by the Council.<sup>14</sup> The process will be continually followed up, reconciled and discussed at the dialogues on operations carried out during the autumn. The new guidelines, along with the clarification in the process description and clearer following-up of implemented course evaluations during dialogues on operations and in the quality report, are intended jointly to address the points raised by UKÄ in its review of the compliance with the applicable rules and regulations carried out by UKÄ at SKH in 2018.

#### *Follow up of key figures*

SKH's annual report contains a yearly follow-up of developments over time within those areas that have been identified in the government's public service agreements with universities and colleges as being particularly important to monitor over time. The indicators relate e.g. to first, second and third-cycle studies, faculty staffing and funding.

In addition to these key figures, SKH has identified additional areas that are monitored specifically in the annual report. These are:

- Number of applicants and those admitted to first and second-cycle education programmes (including data on the proportion of women and men respectively).
- Performance rate (number of completed degrees recalculated as full-year equivalents divided into the number of registered students recalculated as full-year equivalents).
- Number of full-time equivalent students (full-time equivalents) in first-cycle studies and number of full-time equivalent students in second-cycle studies.
- Number of full-time equivalent students (full-time equivalents) in education programmes and number of full-time equivalent students in freestanding courses.

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<sup>14</sup> Process description: Implementation of course evaluation, ref. no. SKH 2019/620/1.2.2, 26.06.2019.

SKH monitors the development of the key figures over time. The analysis is extended through discussions in the management team and by monitoring e.g. application figures in relation to the planned number of places on freestanding courses.

#### *Programme evaluations*

The programme evaluations that have been conducted every spring semester since 2015 are intended to provide a snapshot of students' views on their education. The survey, which is sent to all programme students at SKH, asks questions about e.g. the students' ability to develop knowledge, skills and abilities that are relevant in relation to the intended learning outcomes, as well as questions about examination data.

The results from the programme evaluations are compiled at departmental level and not at programme level, in order to guarantee the anonymity of students. The departments are responsible for further analysis and measures. The results are followed up in the activity dialogues.

Discussions are currently ongoing regarding the further development of the programme evaluations in order to make them more relevant and useful for the development of the programmes. This relates both to the wording of the questions and the level at which the results will be analysed. The plan is also to conduct the programme evaluations every two years in future, rather than every year. The next evaluation is scheduled for the spring 2021 semester.

#### *Study environment survey*

In addition to surveys for the students that focus on the students' courses and programmes, a survey is also conducted that focuses more on the study environment. The study environment survey has been conducted once, in 2018, with the Occupational Health and safety Committee being responsible for the survey. The survey was introduced at the request of the core activities.

As the study environment is the responsibility of the heads of department, both the results and implemented measures, as well as the following-up of implemented measures, are handled in the same way as the employee survey carried out among the staff. The process for measures, feedback and following-up will be developed, as mentioned above, ahead of the study environment survey carried out in the Spring of 2020. The Occupational Health and safety Committee remains responsible for the survey, although with a clear coordinating role for the Educational Administration Department.

#### *Education evaluation with external review*

In March 2019, the Council decided on an education evaluation model, which means that each programme at SKH will carry out a self-evaluation and then be reviewed by an external assessor group, as mentioned above.<sup>15</sup> Education evaluations are initially being carried out in a pilot round during autumn 2019 and spring 2020. The pilot round, which encompasses two programmes, will be followed up with the aim of developing the process, support material, information, etc., ahead of the next evaluation round.

The evaluations are intended to improved quality. Areas of strength will be highlighted in the evaluations, and development areas will be identified and remedied. The evaluations will

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<sup>15</sup> Education evaluation at Stockholm University of the Arts, ref. no. SKH 2018/66/3.1.3, 11.03.2019.



also help to ensure that the education programmes satisfy the requirements stipulated in laws, regulations and internal policy documents. The areas covered by the questions included in the evaluations are based on UKÄ's assessment areas and other areas that SKH has identified as important. The Council has established a guide for the courses and study programmes that are to be evaluated.<sup>16</sup> There are also templates regarding the timetable for each evaluation and for the self-evaluation report.

The assessor groups include four to five people, two to three of whom will be teachers on programmes in fine, applied and performing arts. One of them may be employed at SKH. The assessor group will also include a working life representative and a student representative. A guide for the assessor groups' work will be prepared prior to the first assessor groups carrying out their work in spring 2020.

Once the external review has been carried out, the head of department is responsible for the preparation and implementation of an action plan. The Council is responsible for monitoring the action plan.

The Council has established a timetable for the whole of the first six-year cycle. Based on this timetable, the Council decides ahead of each year which education programmes should be evaluated in that year. The subject teacher training specialising in dance is not included in this cycle of SKH's own education evaluations, as the programme has been evaluated by UKÄ in 2019.

| Evaluation begins                 | Education programme  |
|-----------------------------------|--|
| Autumn 2019<br><i>Pilot round</i> | Two-year master's in New Performative Practices (NPP)<br>One-year master's in Black Mirrors  |
| Autumn 2020                       | One-year master's in International Performing Arts<br>Two-year master's in Contemporary Dance Didactics<br>Two-year master's in Contemporary Circus Practices<br>Two-year master's in Film and Media |
| Autumn 2021                       | One-year master's in Opera specialising in Vocal Performance<br>Two-year master's in Choreography<br>Two-year master's in Documentary Film<br>Two-year master's in Movit                             |
| Autumn 2022                       | Two-year master's, collaboration between Opera, Performing Arts, KMH<br>Two-year master's in Performing Arts<br>Bachelor of Dance Pedagogy<br>Bachelor of Circus<br>Research education               |
| Autumn 2023                       | <i>Prel.</i> Bachelor of Film and Media<br>Bachelor of Opera specialising in Vocal Performance<br>Bachelor of Dance  |

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<sup>16</sup> Education evaluation at Stockholm University of the Arts – guidance for the courses and study programmes, ref. no. SKH 2018/66/3.1.3, 20.05.2019.

| Evaluation begins | Education programme  |
|-------------------|--|
| Autumn 2024       | <i>Prel.</i> Bachelor of Performing Arts<br>Bachelor of Mime Acting/Acting |

### **Communication and publication of results and actions**

A communication plan for the quality enhancement activities is under development.

The main target groups for communication regarding quality assurance and quality development are students and doctoral students, both current and prospective. SKH's University Board is also an important stakeholder, as are all employees. The main external target groups, in addition to prospective students and doctoral students, are the Government and Parliament, the Swedish Higher Education Authority, the Swedish Council for Higher Education, representatives of the professional fields for which SKH is training its students, as well as the general public .

The various meeting places, at which quality issues of various kinds are discussed, are described above. The quality enhancement activities and the results generated from the quality system are also communicated through the quality page on SKH's website, as mentioned above. The dialogues on operations are also an important forum for communication regarding quality enhancement activities.

### **Analysis of strengths and development areas**

The activity dialogues on operations are part of the quality system, and anything that emerges from the dialogues can be used as a supporting data for the continued development of operations, including quality enhancement activities. The documentation from these dialogues and the following-up of measures that ought to be implemented as a result of what has emerged during the dialogues, both generally and by department, are measures for ensuring that results and conclusions are utilised in the governance and the continued development work.

The ongoing dialogue between faculty and students regarding the education is a strength. The students also need to have the opportunity to submit comments anonymously, which is the overarching purpose of the written course evaluations for which the Council has established guidelines. These guidelines need to be implemented in full. The Council will monitor the implementation of the revised course evaluation system. As mentioned above, work is also in progress aimed at clarifying the processes regarding how the results of the structured information gathering activities should be addresses, notified in the form of feedback and followed up.

One area for development is to increase the students' commitment to participate in the structured information gathering activities and to strengthen the relationship between the evaluation meetings that are carried out and the written course evaluations. Striking a balance whereby the information gathering activities provide sufficient information about what the students think about their education and the study environment, but are not too onerous for students and doctoral students to implement, represents a challenge. The results also need to be addressed.

A further area for development involves improving the channels for disseminating information about the results of completed follow-ups and evaluations, as well as which measures

have been implemented or are planned. A communication plan for this is under development. The way in which results and conclusions are dealt with also needs to be documented in a more systematic way. Students and doctoral students need to see that their opinions are taken into consideration in the ongoing development of courses and study programmes.

## 2. Assessment area: Conditions

This chapter outlines processes for skills provision and recruitment. It also describes processes for staff appraisals and objectives for developing the working environment as well as the students' learning, learning resources and infrastructure.

### 2.1 Teaching staff skills

**Assessment criteria:** *The HEI ensures that the skills among the teaching staff correspond with the needs of the educational operation.*

#### Steering documents in this area

SKH's most important resources are its employees and students. SKH aims to educate independent artists, teachers and researchers who are driving developments forward within their respective fields.<sup>17</sup> In order to achieve this goal, the teachers must be given the opportunity for continual skills development. Ensuring the right skills for the education activities is an ongoing process for the heads of department. The work of the heads of department in this respect is based both on the strategic plan with its goals and visions, as well as on the individual department's operational plan. From 2020, the operational plans include a skills provision plan, involving an analysis of current skills and an analysis of the skills that need to be phased out, developed and recruited on the basis of the planned activities.

The employment of teachers is regulated in SKH's appointments procedure. The appointments procedure is the formal framework for the recruitment process. It was revised in September 2019, including on the basis of remarks in UKÄ's review of the compliance with the applicable rules and regulations regarding equal representation among those who will be assessing applicants. To better ensure equal representation, a recruitment group for each individual case will be appointed as from cases starting on 1 October 2019, rather than a standing Academic appointments committee, which has prepared the cases for the employment of teachers to date.<sup>18</sup>

#### Skills provision planning

Skills provision planning is based on the departments' planned activities. The skills provision plan includes an analysis of the current skills based on various teacher categories, gender, temporary employees/permanent employees and planned departures. It also includes an analysis of the needs in future, as well as an evaluation of the previous year's initiatives and the planned initiatives for the coming years.

Work was launched aimed at creating a clearer and more uniform process for systematising and documenting the skills provision planning, as mentioned in Section 1.1.<sup>19</sup> This was done in order better to monitor and adjust any shortcomings, as well as to gain a better overview of the skills requirements throughout the whole of SKH. As from 2020, this will form part of SKH's operational plan.

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<sup>17</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

<sup>18</sup> Appointments procedure, Stockholm University of the Arts, ref. no. SKH 2017/1053/1.2.4, 18.09.2019.

<sup>19</sup> Process description: Skills provision, ref. no. SKH 2019/724/2.2.1, 11.09.2019.

The skills provision planning is followed up in the activity dialogues. Once a year, the management team reviews the recruitment and skills development needs of all the departments in respect of possible joint ventures.

Individual development plans and departmental duties planning are important tools when it comes to identifying changes and skills requirements within the organisation based on the planned courses and study programmes. The individual development plans are drawn up during the annual planning and appraisal meetings. This planning will relate to a three-year period, while the detailed departmental duties plan will cover the coming academic year.

The planning and appraisal meetings also provide the managers with a comprehensive picture of the existing skills and how these relate to the current and future needs of the training. After the planning and appraisal meetings have been implemented, the managers compile the skills development requirements and submit these to the HR Department. The HR Department then uses these to determine which SKH-wide training should be planned for the staff. For example, this approach has resulted in an English course that 41 employees attended during in 2019, internal higher education teaching training and a course in artistic research for teachers (see more in Section 2.2).

### **Recruitment of teachers**

The teaching positions that exist at SKH and that are covered by the appointments procedure are professor, associate professor, assistant professor and assistant lecturer. The appointments procedure also regulates the following appointments, which can only be temporary: visiting professor, adjunct professor, associate assistant professor, postdoc, researcher, research assistant, doctoral student and teaching assistant. In addition, appointments for shorter periods may be used, such as part-time teachers. Teaching staff are usually employed for a limited period on artistic grounds, with the potential for an extension up to 10 years according to Chapter 4, Section 10 of the Higher Education Ordinance. The teaching staff who are employed on scientific grounds, which is partially the case at the Department of Dance Pedagogy, are employed on a permanent basis.

Once a head of department has identified a recruitment need, the head of department draws up an employment profile with the aid of the HR Department. It is the Vice-Chancellor who then takes the decision to initiate recruitment and who determines the employment profile. The Vice-Chancellor also decides on experts. A joint decision-making body for all calls regarding applications for teaching positions aims to maintain the quality of the calls for applications, as well as to ensure that they correspond to the objectives and strategies that SKH wants to achieve. The recruitment of teachers is one of the key processes that has been clarified during the spring of 2019.<sup>20</sup> This process already existed, but has now been clarified and documented.

As from 1 October 2019, the Vice-Chancellor will appoint a recruitment group for each teaching appointment to be prepared.<sup>21</sup> The recruitment group is appointed against the background of the skills required, and the majority of group members must possess artistic or scientific skills at either assistant professor or professor level. The recruitment group is responsible for appointing the applicant who best satisfies the eligibility requirements and who corresponds to the assessment grounds in accordance with SKH's appointments

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<sup>20</sup> Process description: Recruitment of teachers, ref. no. SKH 2019/725/2.2.1, 11.09.2019.

<sup>21</sup> The members are appointed for each appointment, while the Chairman is appointed for three years by The Council.

procedure and the employment profile in question. The group does this with the aid of expert opinions, interviews, a test lecture or teaching test, as well as references. There must be equal representation of women and men among those who are judging the applicants' proficiencies.

The Vice-Chancellor makes decisions about all faculty appointments. A joint decision-making body for all faculty appointments aims to ensure that all appointments undergo the same selection processes and that there is transparency in the process.

In addition to these faculty appointments, there are also hourly teachers, remunerated teaching posts or other resources within the core activities working a maximum of three months or 500 hours per year per individual. The Head of Department makes decisions about these appointments. It is important to be able to bring in professional artists, as this enriches and reinforces the courses and study programmes.

### **Introduction of new employees**

Before new employees have commenced their employment at SKH, they receive an introductory package containing information material. The package includes SKH's strategic plan, management and employee policy, information about the State as an employer, working environment policy, communication policy, procedures and measures in the event of discrimination, harassment and victimisation, as well as working-time agreements.

Once new employees are in place, they receive both an individually tailored introduction and a joint general introduction that is conducted once per semester for all new employees at SKH. As from the autumn 2019 semester, the Educational Administration Department is offering a half-day training for new teachers on trial, including an introduction to the exercising of official powers, the role of course syllabuses in education, admissions work as well as work in the study documentation system Ladok. The structure and content of the individual introduction vary depending on which work duties the person in question will be carrying out. The person's immediate superior is responsible for the new employee being introduced, with the support of the HR Department, procedures and checklists. This manager is also responsible for there being a named person, a sponsor, who will be particularly helpful in introducing the new employees so that they become part of the community at the workplace. To ensure that new employees quickly get involved in the organisation and get started with their work duties, the HR Department has launched a review during the autumn 2019 semester regarding how well the introduction of new teachers is working, in order to develop procedures and support if required.

### **Analysis of strengths and development areas**

By systematising skills provision planning and integrating it into the operational plans, this creates a better overview and greater opportunities for follow-up and enhancement work.

A common decision-making body – the Vice-Chancellor – for all teaching jobs ensures quality, as it creates a high level of transparency in each case as well as opportunities to verify that all appointments undergo similar processes. The systematics in the recruitment work are well established.

One area of development is to have a more even gender distribution among those who are assessing applicants. One of the aims of the recent change, i.e. with recruitment groups instead of the Academic appointments committee, is to even out the gender balance. It is

judged that a system of recruitment groups can make it possible for the male assistant professors and professors at SKH to participate in the recruitment process. Since decisions regarding the composition of the recruitment group are made prior to each appointment, the assignments are becoming more limited in terms of time. Another reason for appointing recruitment groups is that it makes it easier for the students to appoint representatives.

Bringing in people with specific skills from an active artistic practice improves the quality of the teaching. These individuals are active in their professional fields or have a specific skill within e.g. a particular technique that is relevant in the teaching. At the same time, this places high demands on heads of department and programme managers, who must involve and help these individuals to participate in the ongoing quality enhancement activities.

## 2.2 SKH's skills development environment

**Assessment criteria:** *The HEI ensures that it provides a supportive environment that gives teaching staff the opportunity to improve both their pedagogical skills and their subject expertise as well as the conditions required to effectively carry out their work.*

### Overall aim

One of SKH's overall aims is to further develop skills among employees in order to meet future challenges and changing conditions with excellence, diversity and a risk-taking approach.<sup>22</sup> This requires good planning at both an overall and an individual level. A supportive environment is also characterised by a good physical and psychosocial environment that considers equal treatment aspects.

### Staff appraisals and departmental duties planning

In accordance with SKH's local working time agreements for teachers, working hours must be planned so that training, research, artistic and educational development work and skills development are included in teachers' work duties. Working time must be planned so that it contributes to good working conditions for SKH' teaching staff and so that available resources are utilised optimally for the operation. The aim is for the working hours to be spread across the academic year in a balanced way, and for the planning of working hours to support the development of both the operation and the employees.<sup>23</sup>

Skills development can entail e.g. monitoring developments within education and in the subject area, as well as being an expert. The time set aside for skills development can also include management training, training on equality issues, training on norm-critical thinking, monitoring each other's educational work, etc. Teachers should normally be offered time to carry out skills development amounting to 10% of their working hours, provided that this skills development is linked to a skills development plan. In addition, annual staff development days are conducted on various current topics, such as LGBTQ and discrimination issues. The expertise of teaching and other staff is also developed by participating in exchanges between HEIs nationally and internationally.

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<sup>22</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

<sup>23</sup> Local working time agreement for teachers at Stockholm University of the Arts, ref. no. 1349/1.2.3 /2014, 11.12.2014.

At an individual level, planning is carried out for subject-related, educational and other skills development. This planning takes place primarily during the annual planning and appraisal meeting or when the need arises in the operation, such as in the event of altered work duties.

The planning and appraisal meetings also ensure that managers and employees regularly follow up and reconcile work duties and the working environment, etc. These meetings adhere to a common meeting template, and preparatory material is available for both managers and employees. The planning and appraisal meetings are followed up after around six months in a salary meeting, as well as in the next planning and appraisal meeting (these are held once a year).

During the meeting, discussions are held regarding e.g. the relationship between skills and work duties, what skills development initiatives have been implemented during the year and what initiatives will be needed in future. Working environment issues are also an important element in the meeting. Each meeting ends with an individual plan.

Departmental duties planning is a prerequisite for the effective utilisation of time for skills development, research and other working time. The planning must be documented in a similar way throughout the whole of SKH (a general template is available). According to the working time agreement, the aim is for each teacher's departmental duties plan to be determined as early as possible, although not later than 15 June for the subsequent autumn semester and 15 December for the subsequent spring semester. The departmental duties plan must be followed up and revised following changes, additional information or as necessary.

### **SKH's educational skills development**

Since the 2018/19 academic year, SKH has been offering training in higher education teaching for teaching staff. This comprises the course *The role of the teacher in programmes in fine, applied and performing arts, 7.5 credits*. This course has been developed on the basis of the role of teachers in the artistic field and its specific conditions. In the course, teaching staff are guided to enable them to develop and translate their practical knowledge into in-depth educational and didactic reflection. The training in higher education teaching also contributes to the development of SKH's courses and study programmes, research and other activities.<sup>24</sup>

The course will be offered continually over the coming years. Thirteen people completed the basic course in the 2018/19 academic year. The 2019/20 academic year saw the start of a new round of this course, with 15 places. The planning also includes creating an additional course worth 7.5 credits, in line with the recommendations of the Association of Swedish Higher Education (SUHF) regarding training in higher education teaching totalling 15 credits.<sup>25</sup> During 2020, there are also plans to offer training in higher education teaching in English.

For a period of three years, SKH has also offered the course *Introduction to Artistic Research, 7.5 credits*, which is aimed at teaching staff at SKH. This course has been delivered in both Swedish and English. The aim has been to strengthen the research environment at SKH and

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<sup>24</sup> Course syllabus: The role of the teacher in programmes in fine, applied and performing arts, 7.5 credits (D3037A).

<sup>25</sup> Recommendations regarding goals for required training in higher education teaching, as well as mutual recognition (Rec. 2016:1), SUHF.



to help more teachers possess the skills to supervise the work at both second and third-cycle level.<sup>26</sup> Ten teachers qualified from the course during the 2018/19 academic year. Nine teachers are attending the course in the 2019/20 academic year.

Skills-enhancing courses in the form of supervisor training and supervisor seminars for the supervision of doctoral students have been conducted in the past year. Supervisor seminars for second-cycle supervision have also been carried out.

In addition to the credit-carrying courses, courses have also been offered in English and planning is in progress relating to special education initiatives/seminar days on topics such as course syllabuses, syllabus writing, examinations, legal security in the case of admissions, examinations, etc.

All teaching staff are urged to attend courses provided at SKH, although teachers are also encouraged to attend courses relating to higher education teaching that are organised by other HEIs.

### **SKH's subject-specific and research-related skills development**

Professors and assistant professors at SKH have time for carrying out research work incorporated within the framework of their employment. This time includes research, participating in research seminars, writing research applications and attending supervisor training. The vice-rector for research plans and follows up the teachers' research working hours using a three-step model, from planning in December of the year before to follow up at the end of the year in question.

When it comes to subject expertise, SKH's supportive environment includes many open research seminars, as well as the opportunity to participate in research conferences such as PARSE<sup>27</sup>, ELIA<sup>28</sup> and SAR<sup>29</sup> as well as the Norwegian Artistic Research Programme. In 2019, funds have also been announced for a strategic investment in interdisciplinary projects within SKH. Furthermore, SKH is collaborating with the Norwegian Artistic Research Programme regarding a digital journal about artistic research in the Nordic region, *VIS – Nordic Journal for Artistic Research*. The purpose of the journal is to be an essential international source of knowledge for anyone who wants to study and learn more about artistic research in the Nordic countries. The aim is to strengthen Nordic cooperation within artistic research. The journal contributes to insight, knowledge and awareness of the artistic processes' methods, ethics and context. Furthermore, the Research Catalogue database, in which research results are published, is an important source of knowledge for teachers, other staff, doctoral students and students.

Teaching staff can also apply for research funding through two internal calls per year, where one of the criteria for receiving funds is that the project must endeavour to develop SKH's activities. The application must describe how the acquired knowledge can benefit SKH over time and, with the support of artistic expressions and methods, describe the social relevance of the project. The research applications are assessed by an assessment committee made up of both external and internal subject representatives, who have been appointed for three

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<sup>26</sup> Course syllabus: Introduction to Artistic Research, 7.5 credits (G1001A).

<sup>27</sup> Platform for Artistic Research Sweden

<sup>28</sup> European League of Institutes of the Arts

<sup>29</sup> Society for Artistic Research

years. The quality of the projects is followed up and safeguarded through external or faculty presentations and discussions about the insights and outcomes reported by each project.

Research presentations and seminars are conducted every week and are open to everyone at SKH. Doctoral students and master's students are scheduled for these seminars, which contributes both to the research environment as well as to strengthening the link between education and research. Planned, ongoing and completed projects are discussed there, and the participants take part in current research within their own or related areas.

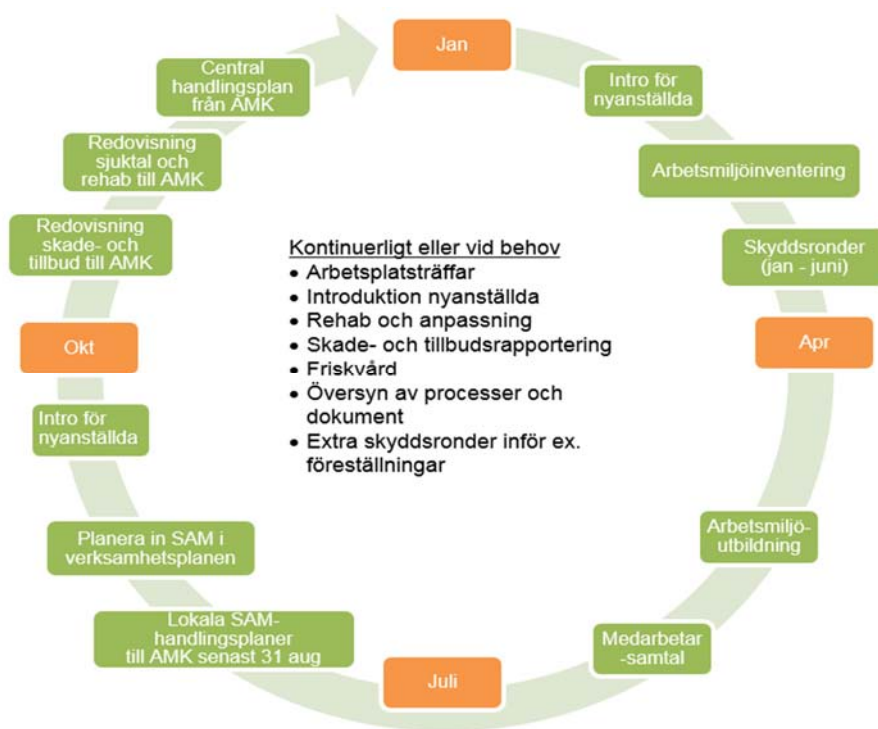
During a combined research week in January each year, researchers and doctoral students present ongoing and completed projects to supervisors, students, colleagues and the general public. The research projects' methods and insights are discussed in connection with these presentations, helping to create a seminar culture for the critical conversation and for the exchange of knowledge between different educational levels. The aims and insights of the research are discussed during the week, helping to create a seminar culture for the critical conversation and for the exchange of knowledge between different educational levels. After the research week, an evaluation is carried in which everyone involved has the opportunity to submit their comments. The comments are compiled and form the basis for the planning of the following year's research week.

### **Working environment**

The assessment of the working environment at SKH is integrated into the normal planning and follow-up process. SKH conducts systematic assessment of the working environment, which means that the working environment is constantly being assessed. Changes are implemented if necessary, and these changes are also followed up. Systematic assessment of the working environment covers all conditions within the working environment – physical, organisational and social. The systematic assessment of the working environment is always taken into consideration and included in the unit's operational plan. Systematic assessment of the working environment is one of the key processes to have been documented in 2019.<sup>30</sup>

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<sup>30</sup> Process description: Systematic assessment of the working environment, ref. no. SKH 2019/726/2.2.7, 11.09.2019.



An inventory of the working environment is conducted through continual discussions about the physical and psychosocial working environment during meetings and workplace meetings. In addition, the working environment is charted through planning and appraisal meetings, working environment rounds, presentations of injury and incident reporting, sickness figures, and through an anonymous employee survey that is sent to all employees every two years.

The employee survey measures how employees perceive the conditions for being able to perform well at work. It also measures health indicators as well as the occurrence of unwanted forms of behaviour, such as harassment, sexual harassment or abusive treatment. The HR Department and an external party provide support, interpretation of the results and materials to responsible managers. The survey provides a picture of employees' experience of SKH, their individual working group and their personal situation. The results of the survey are presented both at an overall level for all staff and at academic department and operational department level for those concerned. The operations then identify prioritised areas of improvement, which become part of the annual action plan for working environment issues. Prioritised areas from this plan are then integrated into the operational plan for the relevant operation. Common issues are highlighted in the SKH-wide working environment plan.

One example is the shortcomings in communications that emerged in the survey within most parts of the organisation, both in 2015 and 2017. This has led e.g. to an organisational change as from 01.01.2018 with shorter decision-making paths. It has also resulted in a university-wide communication policy.<sup>31</sup>

The Occupational Health and Safety Committee is a strategic and proactive consultation body that operates right across the operation and that reports directly to the Vice-

<sup>31</sup> Communication policy for Stockholm University of the Arts, ref. no. SKH 2018/772/2.3.2, 25.09.2019.

Chancellor. The Committee's mission is to monitor, follow up and prepare issues relating to the working environment, protection, safety and the environment. The Committee monitors issues in respect of both the study environment and the working environment at a university-wide level.

### **Analysis of strengths and development areas**

One strength is the working time agreement, which stipulates that managers and employees must have service planning in place for the coming autumn and spring semester, at the latest by 15 June and 15 December respectively.

One area for development is clearer planning in order to achieve more cohesive time for research and skills development among teachers. A challenge here might be that the courses and study programmes are intensive from a teaching perspective.

Another area for development is to adopt a longer term approach when planning duties than is currently the case, especially for those teachers who only spend a small proportion of their working time at SKH.

One way of meeting these challenges is the systematised and documented skills provision planning that will be introduced in 2020.

One strength is that SKH is now conducting training in higher education teaching on its own account. SKH is investing in training in higher education teaching as well as higher education development. In the higher education teaching field, there is a need for special investments in training regarding e.g. writing course and programme syllabuses.

## **2.3 The study environment**

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| <p><i><b>Assessment criteria:</b> The HEI ensures that infrastructure, student support and teaching resources are appropriate for the students' learning and that these are used effectively.</i></p> |
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### **Student support in the form of study guidance, educational support and student health**

Study and career guidance at SKH is provided by teachers and programme managers or area managers. As SKH's courses and study programmes have small student groups, it is possible for teachers and programme managers to carry out this task (see also Section 2.4). If the students have any questions or complaints that they do not want to raise directly with the department to which these relate, or if they have not been given a hearing for their comments, there is a separate procedure for dealing with complaints from the students centrally. The procedure has been clarified following the remarks by the Swedish Higher Education Authority in its review of SKH's compliance with the applicable rules and regulations.

For students with one or more permanent disabilities, there is a joint coordinating function for the work relating to special educational support, intended to create the conditions for a physical, educational and social environment that promotes learning for all students. The joint function is based in the Educational Administration Department in the form of an officer. Work is currently in progress aimed at developing new working methods and guidelines to clarify the rights of students with disabilities.

Prior to the start of the autumn 2019 semester, a page about equal terms was published on the University's website, including information about how a student applies for special educational support. The officer's tasks include notifying those students who are in need of special educational support about the support resources that the University can offer, as well as preparing decisions about the special educational support initiatives in consultation with the student. At the start of the autumn 2019 semester, all new students were also notified about the rights and opportunities for educational support. The departments also provide information in various ways regarding the opportunities for special educational support.

The library plays an important role when it comes to special educational support, as the staff there ensure that students with reading difficulties have course literature scanned via the Swedish Agency for Accessible Media (MTM).

SKH has an agreement regarding student health services with Stockholm University. Student health services are offered to all students who need them. At the start of the semester, Student Health Services are invited in to provide information about what support they can provide. Officers from the Educational Administration Department, who are based in the departments, can also make contact. During an evaluation day attended by students on courses and study programmes within dance, circus and dance pedagogy, some criticism of Student Health Services emerged. This criticism related to the fact that it is unclear what services they offer, and that the services do not meet the needs of the students. After receiving feedback on this from SKH, Student Health Services have taken steps to improve services in relation to the students, such as offering courses about stress and sleep in English. Student Health Services have also offered to visit SKH in order to deliver courses regarding e.g. CPR. Student Health Services also participate regularly in the Occupational Health and Safety Committee in order better to meet SKH's needs.

SKH, alongside the Royal Institute of Art, has employed a student representative with the task of supporting individual students and the student unions on the basis of their needs.

### **Learning resources in the form of a library**

The library aims to be a supportive environment and a space for learning, where both the premises and the content are perceived as being accessible and inspirational. The library provides an educational opportunity for students, in connection with a location where the knowledge about a relevant subject is gathered, to use these sources for inspirational discussions and studies. The library also helps students and doctoral students to achieve the stipulated national and local intended learning outcomes. This is done by providing access, through information provision, to the knowledge base that the courses and study programmes need, as well as by safeguarding the way in which degree-based independent work is registered, archived and made available.

In collaboration with the courses and study programmes, the library offers instruction on how to search for and document information, thereby helping to provide students and doctoral students with good conditions to carry out their education. The Library monitors SKH's knowledge area and makes literature and other sources available through cataloguing and new acquisitions. This involves searchability in SKH's various library systems, as well as updating the Library's stock when new knowledge arises or new courses are arranged. The library's own collection, the knowledge of the staff and the databases that have been acquired are all available for this purpose. The independent work of the students, doctoral

students and researchers, as well as their research projects, are documented, and this documentation must be kept in an orderly and accessible manner.

### **Learning resources in the form of premises, production technology and IT**

SKH's core activities impose considerable demands for specialised premises in the form of e.g. theatres with an orchestra pit, singing studios, dance studios, circus halls, acrobatics and training studios, carpentry, TV, radio and film studios, cinemas, editing rooms, archives, laboratories and costume studios. These premises, in turn, stipulate complex demands in respect of e.g. climate, security and technology. The ability of the premises to satisfy these demands is an important precondition for SKH to be able to conduct high quality education and research.

Interaction with audiences is a necessary part of SKH's courses and study programmes, and often takes place in SKH's premises. This requires that SKH has a high level of accessibility for the public, which means that its future location will be a very important strategic issue.

In addition to the requirement for special teaching facilities, the programmes in fine, applied and performing arts also stipulate high demands for specialised production technology to ensure that the education can be delivered with a high level of quality. The production technology that is used comprises various types of stage, camera and audio equipment. The need for advanced production technology in turn imposes demands for staff with specialist skills to operate the technology. These individuals are important resources for the students' learning.

Advanced digital tools are also used within a number of courses and study programmes. This applies primarily at the Department of Film and Media and at the Department of Performing Arts. The students at these departments have personal SKH computers with course-specific software. Other students use shared computers that are deployed in various locations within SKH. The IT Department provides support to students who are using computers via SKH. For course-specific software, support is provided by the relevant department.

At SKH, an expanded pilot project is currently underway using the Canvas teaching platform, with the aim of creating a common and cohesive environment for communication, materials and evaluations. The aim is for all courses to use Canvas from the autumn 2020 semester.

One goal within SKH's strategic plan for the period 2016–2019 is to create the conditions for a shared campus. This work has commenced. A needs analysis and a preliminary premises programme for co-location have been developed and are expected to be completed in 2019. During 2020, SKH will be reducing the number of premises it uses, by means of the management, administration and Research Centre moving to one of the other existing buildings.

The strategic, long-term provision of premises is centralised at SKH. One goal for 2019 is to develop a strategic premises provision plan, which will provide an overview of ongoing premises projects, funding for premises as well as SKH's overall requirement for premises over the coming years. As mentioned above, the provision of premises is also one of the key processes to have been clarified in 2019.<sup>32</sup>

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<sup>32</sup> Process description: Provision of premises, ref. no. SKH 2019/750/2.7.1, 18.09.2019.

### **University-wide follow-ups and evaluations**

Several of the areas belonging to the learning and study environment are monitored and evaluated through the study environment survey, which was introduced in the spring of 2018 (see Section 1.4). Based on the results of this survey, and from discussions with the students in other forums, a number of improvements have been implemented and even more are planned within the operations of the various departments. For example, a standing item regarding student health must be added to the agenda during the regular meetings between heads of department and students, gender-neutral changing rooms must be introduced as far as possible, and a review must be carried out regarding preparations for future working life. Another example is the fact that a review has been initiated regarding clarified information in study guides, linked to the course syllabuses.

In the course evaluations, it is mandatory to include a question regarding how e.g. premises and technology work. The summaries by the heads of department for the spring 2019 semester show that the students are relatively satisfied with the way things are working, although it is the issue that generally has the lowest average score.

The suitability, effectiveness and comfort of the premises are continually monitored through a number of activities. This takes place through e.g. dialogues on operations, the study environment survey conducted among the students and through working environment rounds. Fault notifications regarding the premises are submitted in a case management system that can be accessed by both employees and students through SKH's intranet. Through statistics available in the system, it is possible to monitor action times and recurring cases.

Documented measures based on comments about the premises in the study environment survey and in working environment rounds are generally executed by the central administration, usually in consultation with the departments working in the property in question. Premises-related fault notifications in the case management system are rectified in the first instance by SKH's own property technicians or are forwarded to the landlord, depending on the demarcation of the property in question.

### **Analysis of strengths and development areas**

Most functions that provide student support can be found within SKH, although others are purchased if necessary. One area of development relates to ensuring that these resources are appropriate and effective. At present, development work is also underway regarding the information provided about the opportunities for educational support for students with disabilities.

The fact that SKH's premises are located in properties at various addresses constitutes a challenge, as it makes it more difficult to achieve the streamlining that would result from being able to use the same premises and equipment for multiple operations.

The Library is an important learning resource. One of the Library's strengths is its monitoring of the knowledge area for which SKH is training its students. By supporting teaching staff, the Library can help to extend the knowledge area. The Library endeavours to be an integral part of all of SKH's operations and to be involved in those situations where issues regarding knowledge provision are discussed and decided, for example by being present when departments are planning their courses. This is made possible in part by the Library being close to the operations in the various locations.

## 2.4 Education within planned study time

**Assessment criteria:** *The HEI ensures, through procedures and processes, that students and doctoral students are given good conditions to complete their education within the planned study time.*

### First-cycle and second-cycle education

As mentioned above, study and careers guidance at SKH is provided by teachers and programme managers or area managers, as well as in certain instances by officers in the Educational Administration Department. Programme managers and teachers conduct regular planning and follow-up meetings with the students, both formal and informal in nature. Most of the first-cycle education programmes at SKH have a high teacher-student ratio, small student groups and a large proportion of teaching time. All in all, this means that teaching staff have the opportunity to monitor the students' study performance at close quarters and thereby notice if a student has fallen behind in their studies and requires some form of support.

In cases relating to approved leave from studies, deferment of studies and other study-related administrative matters, the officers from the Educational Administration Department working in association with the department in question fill the role that, at larger higher education institutions, is handled by a study counsellor.

Before establishing a new education programme, it can be seen from the guidelines (see Section 3.1) that a target group analysis, an analysis of prior knowledge and eligibility requirements as well as a review of the content of education from a number of different perspectives should be carried out.<sup>33</sup> A careful review of these criteria prior to establishment increases the potential for students with the right conditions to be accepted onto the programmes, to absorb the education and to complete the education within the planned study time.

SKH's courses and study programmes generally have a high level of performance<sup>34</sup>, which can be seen as an indication that the conditions are good for students to carry out the courses and study programmes in the planned study time. According to the follow-up carried out annually in the annual report, the performance rate stood at 88 per cent in 2018.<sup>35</sup>

Student performance is also followed up regularly during the year via the production of statistics and key figures, which are communicated directly with the relevant head of department.

An important element in preparing the students for their studies is the introduction they receive when they start studying at SKH. As from the autumn 2019 semester, information sessions are planned at all departments so that all students receive the information as early as the introductory week. This includes information about the support that is available, for example for students with disabilities, information about study administration as well as existing communication channels, such as the intranet, the external website and weekly newsletters. New students also receive SKH's brochure on sexual harassment and other

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<sup>33</sup> Instructions prior to the establishment of education programmes, SKH 2018/374/3.1.1, 11.06.2018 rev.

<sup>34</sup> Performance rates refer to the number of annual performance equivalents in relation to the number of full-time equivalent students.

<sup>35</sup> Annual Report 2018, Stockholm University of the Arts.



abusive treatment<sup>36</sup>, as well as verbal information about the content of the Discrimination Act. Information is also provided about where to turn if you are subjected to unwanted behaviour, such as harassment or abusive treatment.

During the introduction of the new students, the Library also provides information about its services, including access to course literature, searching for information and details about access to audio books, e-textbooks, spelling and other support software.

Development work has been launched aimed at further coordinating and improving the introduction of new students, in order to ensure that new students at SKH receive equivalent and relevant information. As a first step, the programme students commencing their studies during autumn semesters are covered.

Example: For certain courses and study programmes, there are eligibility requirements in order to proceed to further semesters. Within the Bachelor's Programme in Dance Pedagogy, for example, there are eligibility requirements for semesters 3 and 5 specifying that certain courses in the previous semesters must have been passed. At the end of semesters 2 and 4, a follow-up is performed to identify any students who have not passed the current courses. These students are offered the opportunity to retake examinations before the start of the autumn semester in order to fulfil the eligibility requirements and be able to continue their studies at the regular rate of study. This means that the students are not delayed by having to repeat courses that they did not pass in the regular examination.

Example: For the Bachelor's Programme in Dance, programme managers hold monthly meetings with students in groups as well as individual discussions once per semester. Through these meetings, an ongoing dialogue is conducted and the students can help influence their education, at the same time as programme managers can follow up and support the students' study process and development. The individual discussions follow a template using questions as the basis for the discussions, including questions about the students' own development, the need for support, presence, group dynamics, equal opportunities and the study environment. In addition, questions are asked about which parts of the education are particularly challenging and what the student is focusing on during the current semester.

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<sup>36</sup> Discrimination and violations against students, August 2018.

Example: Another example relates to the Department of Acting. If a student is falling behind in their studies, a meeting is arranged between student and teacher to evaluate the reasons and what the student and the teacher can do to enable the student to satisfy the requirements. During faculty meetings, students who are finding it difficult to satisfy the requirements are discussed and special measures are adopted, such as individual supervision or written tasks with the aim of achieving the intended learning outcomes.

### **Research education**

For new doctoral students, an introductory week is arranged at the beginning of their employment. During this week, staff from the Research Centre and the Research Office provide an introduction to SKH's research education, the learning environment and administrative support. A review of the general and individual study plan is carried out during the introductory week, as are reviews of the structure and content of the education as well as the doctoral students' entitlements and obligations. This is done to ensure that the newly appointed doctoral students rapidly gain a good overview of the research studies and their own role, and to enable them to learn where they can find the information they need. Like other new employees at SKH, the new doctoral students will be invited to attend an introductory course arranged by the HR Department during their first semester.

In conjunction with the introductory week, a separate information package is also distributed to doctoral students. This package contains all the key documents for the research programme, such as a general study plan, an individual study plan, guidelines, course syllabuses, assignment descriptions for supervisors, etc.

At present, a collection of documents can be found on the research programme's internal websites for doctoral students and supervisors. This needs to be strengthened with additional information for the doctoral students, describing the most important procedures and processes. A doctoral student handbook is scheduled to be launched on SKH' website in the spring of 2020.

The individual study plan is drawn up in consultation with the doctoral student's principal supervisor at the beginning of the studies. The head of department at the department where the doctoral student is employed also participates in the preparation of the individual study plan, with particular emphasis on the planning of the doctoral student's possible teaching duties and other tasks relating to the departmental duties. The individual study plan includes a timetable for the structure of the courses and study programmes, including the research project and all course elements, as well as funding.

The research education coordinator provides the doctoral students with an introduction on how to structure their individual study plan together with their principal supervisor. The proposed individual study plan is prepared with the research education coordinator and the third-cycle studies committee, before a decision is made by the Council.

The individual study plan is updated annually, or more frequently in the event of major changes. The information that is received annually through the revision of the individual study plan is a central tool when it comes to keeping up-to-date regarding the time taken and progression in the studies. During this process, which includes the head of department,

supervisor, head of subject, research education coordinator and the third-cycle studies committee, the doctoral student's timetable and progression in their studies are discussed and evaluated.

The revision of the individual study plan does not only involve revising the plan, but is also viewed as an opportunity for the department to hold individual meetings with the doctoral students. It is extremely important for the HEI and the research programme to be in regular contact with each doctoral student, so that the department can provide adequate and tailored support to the individual doctoral student and ensure that any problems can be detected on time.

Within the framework of the research education, the doctoral student must report on his or her ongoing research project when approximately 30 per cent, 50 per cent and 80 per cent of the work has been completed, by means of a percentage seminar. An external reviewer will participate in each of these percentage seminars.

When the project is in its final stages and the artistic results exist in a preliminary version, a final seminar is held. During the final seminar, an external reviewer will assess whether the intended learning outcomes of the general study plan have been met. The external reviewer documents this in a report.

### **Analysis of strengths and areas of development**

One area of development involves taking advantage of disseminating good practice, such as the process for following up any retakes by students and organising cohesive periods for retaking examinations.

Another area where University-wide development work is in progress is that which aims to create an equal and relevant introduction for the students. The working group that is carrying out this work includes broad representation from the various departments in the field of academic support, and the work is being performed in part on the basis of comments received following previously implemented introductory programmes.

Within research education, there is a need to develop the processes to establish or revise individual study plans. Work is underway to provide doctoral students, heads of department and principal supervisors with improved knowledge regarding the aim of the individual study plan. In addition, an evaluation is being carried out in respect of the process for revising the individual study plans, as well as a revision of the template for the individual study plan. The aim is to develop a more systematic utilisation of the individual study plans, so that SKH can follow up the progression of the doctoral students and ensure that the objectives set out in the general study plan are actually achieved.

In autumn 2019, the Council has decided upon new guidelines for "percentage seminars"<sup>37</sup> and final seminars<sup>38</sup>. A decision regarding new guidelines for public defence is expected to be made in December. The aim of the new guidelines is to clarify the role of the external reviewer when assessing the various stages of the education. The revised guidelines are part of the revision of the research programme's steering documents that has been carried out in 2019. The new guidelines apply as from 1 January 2020.

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<sup>37</sup> Guidelines for percentage seminars at Stockholm University of the Arts, ref. no. SKH 2019/789/4.2.2, 11.11.2019.

<sup>38</sup> Guidelines for final seminar at Stockholm University of the Arts, ref. no. SKH 2019/790/4.2.2, 11.11.2019.

### 3. Assessment area: Design, implementation and results

This chapter outlines processes and procedures for the establishment, modification and discontinuation of courses and study programmes. It also describes the role of the students in the learning process, the link between education and research as well as the link between goals, learning activities and examinations.

#### 3.1 Design, development, establishment, discontinuation

**Assessment criteria:** *The HEI has a clear division of responsibilities as well as appropriate procedures and processes for the design, development, establishment and discontinuation of courses and study programmes.*

##### Steering documents in this area

The division of responsibilities for the design, development, establishment and discontinuation of courses and study programmes is clarified in the University's Rules of Procedure<sup>39</sup> and in steering documents determined by the Council, see below. These documents also show procedures and processes within this area.

The Council has decided on Instructions prior to the establishment of education programmes<sup>40</sup>, Guidelines for the discontinuation of first and second-cycle education programmes<sup>41</sup>, as well as Instructions prior to changes to education programmes<sup>42</sup>. The latter sets out the definitions for revisions and changes to the programme syllabus, as well as describing the process for these.

An education programme must be established and a programme syllabus adopted before the education programme can be announced.

##### Establishment of education programmes

The Instructions prior to the establishment of education programmes determine the process for preparations and decisions regarding the establishment of first and second-cycle education programmes. The background to a department wanting to establish a new education programme may be the results from external monitoring and external analysis, as well as the results from implemented follow-ups and evaluations.

- The process is initiated by the head of department who, on the basis of the instructions, develops preparatory supporting data alongside teachers in the department.
- The supporting data is prepared in the Council.
- The Council decides whether to propose to the Vice-Chancellor that the education programme should be established.

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<sup>39</sup> Rules of Procedure, Stockholm University of the Arts, ref. no. SKH 2017/986/1.2.4, 18.09.2019

<sup>40</sup> Instructions prior to the establishment of education programmes, SKH 2018/374/3.1.1, 11.06.2018 rev.

<sup>41</sup> Guidelines for the discontinuation of first and second-cycle education programmes, ref. no. SKH 2019/278/1.2.4, 11.03.2019.

<sup>42</sup> Instructions prior to changes to education programmes, ref. no. SKH 2018/374/3.1.1, 11.06.2018.

- The Vice-Chancellor decides on the establishment of the new education programme.

The supporting data regarding proposals for a new education programme must include proposals for a programme syllabus, an overview of intended learning outcomes within courses, as well as a description of e.g. the intended target group and how the education programme relates to the range of courses and study programmes within and outside of SKH.

Since the process for establishing education programmes was adopted in 2017, one first-cycle education programme and four second-cycle education programmes have been established.<sup>43</sup> The establishment process will be evaluated during the 2019/2020 academic year.

Example: An example of preparations according to the instructions for the establishment of education programmes can be found in the Department of Film and Media. During the spring 2018 semester, a process was initiated to prepare a change to the department's range of first and second-cycle courses and study programmes prior to the autumn 2020 semester. Working with the support of officers from the Educational Administration Department, a working group has analysed the existing education structure at SKH as well as corresponding courses and study programmes within and outside of Sweden.

The work used supporting data from course evaluations, contacts with alumni and monitoring of the outside world. The department had also been conducting a discussion over an extended period regarding the background and prior knowledge of applicants, as well as regarding extended recruitment. On the basis of the gathered supporting data and following discussions in the working group, a proposal for a new programme structure was developed. The proposal was discussed in the faculty in various constellations. It was also presented to student representatives and alumni in order to obtain additional data and comments. The matter was also discussed in the Council on a number of occasions, which helped the department to further develop the proposal. This preparation process led to the proposal being drawn up, established and fine-tuned in a number of rounds. A new bachelor's programme and a new two-year master's programme are being launched at the department in the autumn 2020 semester.

### **Modification of education programmes**

The instructions for changes to education programmes set out the process for preparation and decisions regarding changing and revising first and second-cycle education programmes. The document defines which types of changes require a decision by the Vice-Chancellor, as well as which minor changes, i.e. revisions, may be decided by the local committees without the approval of the Vice-Chancellor

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<sup>43</sup> The education programmes that have been established are a bachelor's programme in film and media, a two-year master's programme in film and media, a two-year master's programme for the creation of new opera, a two-year master's programme in the performing arts and a one-year master's programme in opera specialising in vocal performance.

The background to a department wanting to implement a change to an existing education programme might be e.g. the results from course evaluations and programme evaluations as well as external analysis.

- In the event of changes requiring the approval of the Vice-Chancellor, the process is initiated by the head of department who, on the basis of the instructions, draws up a proposed change alongside teachers at the department.
- In dubious cases, the Council will determine whether the change to be implemented is major or minor, i.e. a revision. Revisions are prepared and adopted in the local committees.
- The supporting data regarding a change is prepared within the Council.
- The Vice-Chancellor decides whether to approve the change according to a proposal from the Council.
- Local committees decide on changes to the programme syllabus once the above process has been completed.

Since the process for changing education programmes was adopted in June 2018, two first-cycle programmes have been altered following the approval of the Vice-Chancellor.<sup>44</sup>

Example: An example of a change that has been prepared and adopted according to the instructions can be found at the Department of Performing Arts. There, the specialisation Technical Theatre in the education programme Image, sound and space for stage, film and media has recently been changed to the specialisation Technical production coordination for performing arts. The purpose of the change is for the new specialisation to provide the students a broader foundation, with the potential to specialise in technical coordination, planning and work management of productions in the performing arts. The field of education has changed in recent years on a national level. A number of new post-secondary courses and programmes have been added, as well as courses and programmes at vocational colleges. However, the labour market has also changed such that the students who are graduating from SKH are attractive for more senior functions and with greater areas of responsibility than before.

In the process that has been carried out during this change, heads of department and the faculty, as well as The Council, have been involved in accordance with the instructions for changing education programmes. The profession has also participated in and been given the opportunity to submit comments about the change. On the basis of this supporting data, the department has drawn up a plan for modifying the programme and the plan has been presented to the Council. Following the preparatory work by the Council, the Vice-Chancellor has decided to adopt the proposed change. The new specialisation was launched in the autumn 2019 semester.

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<sup>44</sup> These education programmes are the subject teacher's programme in dance and the bachelor's programme in image, sound and space for stage, film and media, where changes have been made in three of the specialisations.

## **Discontinuation of programmes**

The guidelines for discontinuing first and second-cycle education programmes, which came into effect on 1 July 2019, set out the process and the division of responsibilities in the event of the discontinuation of education programmes.

The head of department initiates the discontinuation of an education programme. Furthermore, the guidelines specify how the preparatory work should take place, the function that makes the decision regarding discontinuation and a checklist of holding times. The guidelines also specify how the students should be represented during preparations and decisions regarding the discontinuation of an education programme, as well as how to take into account legal security for the students. When it comes to information and communication, the guidelines show e.g. that information should be provided to affected students according to the developed communication plan.

A checklist has been produced for the guidelines and to support procedures in respect of the discontinuation of education programmes. The checklist is intended to offer guidance through the various phases of the procedure. It follows, fleshes out and clarifies the guidelines governing this, and can be amended and clarified if necessary without the need for formal decisions.

A process for discontinuing the two-year master's programme in opera specialising in vocal performance has been launched in autumn 2019.

## **Research education**

The general study plan<sup>45</sup> forms the basis for the research education. It is prepared and adopted in accordance with the requirements stipulated in the Higher Education Act, the Higher Education Ordinance, SKH's application for permission to award third-cycle degrees<sup>46</sup>, course syllabuses and other steering documents for research education. For each course that is included in the education, there is a set syllabus and a study guide.

As mentioned above, SKH has degree-awarding powers for third-cycle degrees within Performative and mediated practices. All doctoral students have the same structure in their studies, i.e. they follow the same study programme. An important foundation for the development of research education is SKH's application for permission to award third-cycle degrees and the Swedish Higher Education Authority's decision regarding permission to award third-cycle degrees.

The courses in the research education follow a two-year cycle. Prior to each new admissions round, i.e. every two years, the heads of subject, in consultation with the professors responsible for SKH's profile areas), review the current course syllabuses to ascertain whether revisions need to be made and whether new course syllabuses need to be drawn up prior to the next admission. Proposals for new and revised course syllabuses are drawn up by heads of subject for research education, in consultation with the group of profile professors. New and revised course syllabuses are determined by the third-cycle studies committee. The relevance, quality and content of the education are discussed annually in conjunction with

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<sup>45</sup> General study plan for third-cycle studies in performative and mediated practices, ref. no. SKH 2019/514/4.2.2, 15.11.2019 (rev).

<sup>46</sup> Application for permission to award third-cycle artistic degrees in Artistic practices, ref. no. 2014/979/1.3.3, October 2015.

the Vice-Rector's summary of the year's course reports to the Council. On the basis of these compilations, the heads of subject are responsible for taking action if necessary.

SKH's research education is relatively young, and there have been no discontinuations since it was introduced. There are currently no guidelines covering the discontinuation of research education.

### **Analysis of strengths and development areas**

Through the guidelines for the establishment of new education programmes, SKH has created a clearer process for quality assurance of first and second-cycle education programmes prior to the call. The programmes are strengthened through peer reviews and clear documentation of arguments and trade-offs during the development process. One area of development involves examining the process for discontinuing education programmes as determined by the Council. The work on drawing up guidelines for discontinuation has made it clear that guidelines for the discontinuation of courses also need to be developed.

The research education at SKH has devised a structure that supports the research, working and learning environment of the doctoral students, and continual development work is in progress. This applies in particular to the first two years as a doctoral student, as all compulsory courses are offered then. This first phase, where the doctoral student is regularly present and participates actively in various courses and seminars at SKH, provides good conditions for a smooth flow of information as well as for collaboration and dialogue with the doctoral student. At present, discussions are in progress regarding how SKH can ensure that this close contact is maintained after completion of the compulsory courses, when the doctoral student enters his or her project-concluding phase.

Further development areas within research education include developing procedures for the evaluation of assessed components. Procedures and guidelines regarding how to organise the possible conclusion of a third-cycle study programme also need to be developed, as well as the following-up of the supervisors' educational skills.

## **3.2 The role of students in the learning process**

**Assessment criteria:** *The HEI ensures that its courses and study programmes are designed and implemented in a way that encourages the students to take an active role in the learning processes, and this is also reflected in the examination.*

### **Steering documents in this area**

The Vice-Chancellor established frameworks regarding the structure of first and second-cycle course and programme syllabuses.<sup>47</sup> The power to decide on course and programme syllabuses is delegated to the Council. The Council, in turn, has delegated the power to make these decisions to four committees (see Section 1.2). The Council has also adopted proce-

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<sup>47</sup> Headlines and principles for course and programme syllabuses at Stockholm University of the Arts, ref. no. SKH 2018/556/1.2.4, 27.06.2018 (rev).



dures for establishing new education programmes, for modifying and discontinuing education programmes, as well as for the evaluation of ongoing education programmes. See more about this above.

### **First-cycle and second-cycle education**

At SKH, the structure of the education programmes means that the students generally follow a fixed course of study. The highest proportion of elective courses within a programme is just under 20 per cent. Most programmes are heavily profiled and lack elective elements within the education. The students' profiling can be said to take place as early as when they first apply for education.

First-cycle education programmes have a high proportion of scheduled teaching. At certain periods, especially during later parts of the bachelor's courses, the students work more independently with the support of supervisors. In the case of second-cycle studies, the students usually have less scheduled time and more time for independent work.

Within freestanding courses and programmes, the teaching is mostly conducted in small groups, as mentioned above. A number of courses and study programmes have between four and twelve students, which allows all students to have their voices heard and to receive answers to their questions. Furthermore, there is considerable potential to make adjustments based on the needs of individual students for special educational support due to disability. Examples of such support include audio description of performances, extra supervision time, sign language interpreting and digital aids for reading out text.

The artistic projects carried out within the courses and study programmes are selected in dialogue with the student group, and the issues and areas in which the student group expresses an interest can often be taken into consideration. In many cases, the students jointly select and create the projects that are carried out within the course.

The forms of examination are generally designed so that the students themselves are active and can demonstrate the knowledge, skills and abilities they have acquired during the course.

In many cases, the examinations are carried out on the basis of an artistic process or a result that the students have jointly produced. As the supervision is an integral part of the process, it will be possible for the teachers to assess each student's individual performance. At the Department of Film and Media, process diaries are used as a basis for examinations, and they are also an important tool in the students' learning.

The examinations within the courses and study programmes are generally implemented through

- presentations of artistic projects and tasks,
- by the students displaying their artistic and technical skills (e.g. in dance, vocal performance, production of sketches and models or image editing),
- oral seminars, as well as
- individual written information such as home examinations, submission of memos, essays or written reflections.

The report from the study environment survey that was conducted in spring 2018 showed that the students who had responded to the survey considered late notifications about

timetables and study resources to be a problem. A review of systems and procedures for scheduling has been carried out, and the work of implementing a new scheduling system, Asimut, is in progress. The new system will simplify the administration around scheduling and the booking of premises. The Council has also initiated work aimed at reviewing templates, support documents and procedures regarding decisions on course syllabuses, including lists of study resources (see also Section 3.4).

Example: Within the bachelor's courses at the Department of Film and Media and the Department of Performing Arts, students from various specialisations carry out a number of major projects jointly. The projects are selected by the students within certain established frameworks. For the bachelor's courses within film, this takes place by means of students from various specialisations developing proposals for projects which are pitched, i.e. presented, to other students, who then choose which project they are interested in participating in.

When it comes to independent work at first-cycle level, this is carried out in the form of individual projects under supervision at the Departments of Circus, Dance and Dance Pedagogy. The same applies to independent work on certain programmes within the Department of Film and Media.

Within other programmes at the Department of Film and Media, as well as at the Departments of Opera, Performing Arts and Acting, the independent work is mostly carried out within the framework of major joint artistic productions. The new second-cycle education programmes being launched at the Departments of Opera and Performing Arts in the autumn 2019 semester will to a greater extent include independent work carried out individually.

### **The role of doctoral students in the learning process**

Supervision, both individually and in groups, is a central working method within programmes in fine, applied and performing arts. Artistic research education is characterised by critical dialogue and active cooperation. The teaching is discussion-driven and conversational. The numerous group discussions focus on feedback, both between course teachers and doctoral students and between the doctoral students. The doctoral students deliver regular presentations of their own research activity and actively take part in each other's work. They are also expected to get involved in each other's processes throughout the study period. The doctoral students plan much of the content of their education together with their supervisors. Here they have the opportunity to influence their own learning process and their development as doctoral students.

The regular supervisor meetings, the annual revision of the individual study plan and the regular percentage seminars also provide tangible opportunities for them to influence their own education. The development of the research project is discussed at these meetings. Adjustments are made if necessary and following discussions with the various participants in the process, such as supervisor, heads of subject and external reviewers. In order to strengthen the feedback to a doctoral student who has completed one of the compulsory percentage seminars, a new procedure has been introduced. This procedure involves setting aside time at the following doctoral student meeting for a joint discussion in the doctoral

student group. The discussion is led by the head of subject for the research education and by the course coordinator.

This measure will reinforce the feedback and discussion that formed part of the percentage seminar, as well as reinforcing the meeting that the doctoral student has after the percentage seminar with their principal supervisor and the external reviewer.

The annual revision and follow-up of the individual study plan is an important opportunity for reconciliation and feedback for both the doctoral student and the university. The doctoral student and principal supervisor meet the research education coordinator for a conversation based on the individual study plan. The focus is on the progression of the studies and the achievement of credits, implemented and planned courses, time management and upcoming percentage seminars or final seminars, preparations ahead of the public defence, etc. In addition to this, the discussions cover the doctoral student's experience of the learning environment, access to resources and the quality of the cooperation with the department.

The supervision scenario gives doctoral students the opportunity to shape and develop their own learning process. Supervisors and doctoral students must evaluate their cooperation and discuss the structure of the supervision on a regular basis.

### **Analysis of strengths and development areas**

The dialogue with student and doctoral student groups, both in daily recurring conversations and through organised reconciliations and evaluations, is a strength that provides the students with the opportunity to influence their learning situation.

An example of this is the recurring meetings that are held between teachers and students in addition to the teaching situations. The purpose of the meetings is to gather opinions in respect of the education as a whole, in order to complement the course evaluations. In this way, teachers with responsibility for programmes and specialisations can gather opinions that may have repercussions for studies in future semesters. For the students, these meetings provide an opportunity to raise issues relating to the overall situation, as well as questions about the total workload and the relationship between the included courses.

However, the small student groups unfortunately risk reinforcing the students' dependence on their teachers. SKH is endeavouring to counter this by ensuring that the students having more teachers than just the one who is responsible for the course.

When it comes to independent work, which forms part of the degree and is regulated in the Higher Education Ordinance, this is carried out in various ways within SKH. One area of development is to draw up common guidelines for this work.

The recruitment of teachers to SKH takes place primarily on the basis of artistic and educational qualifications. Many of the teachers who are recruited are highly successful within an artistic field inside or outside of Sweden. They may also be recruited on the basis of qualifications from an overseas HEI. This means that these teachers have limited experience of being responsible for, planning and leading courses at a Swedish university. The teachers' knowledge and skills in this area have been identified by the Council as a development area. The departments are already having faculty conversations regarding the introduction of new teachers (see Section 2.1) and to exchange knowledge, experiences and good examples. The teachers also receive support from the administrative functions.

However, these forms of support need to be supplemented through the training in higher education teaching (see also Section 2.2).

The Council will also be developing new joint templates and support documents for course syllabuses (see Section 3.4), which will also be an important source of support for the teachers.

As mentioned in Section 1.4, development work has been implemented aimed at strengthening and developing the course evaluations' function for following up and course development. This work is ongoing and, based on the feedback from the heads of department regarding implemented course evaluations, the Council will decide whether specific investments are required and whether the system itself satisfies the University's need to safeguard the students' potential to evaluate their courses.

### 3.3 Links between research and education

**Assessment criteria:** *The HEI ensures a close link between research and education in the operation.*

#### Steering documents in this area

SKH's current strategic plan indicates that the collaboration between education, research and professional life must be promoted, as must a dynamic interaction between the courses and study programmes and the research.<sup>48</sup> It can also be seen from the quality policy that an interaction between education and research is necessary in order to maintain high quality in the core activities.<sup>49</sup>

When establishing new education programmes at SKH, the relevant department must, according to the instructions, set out in the decision-making data both how the education relates to the research within and outside of SKH and how it is research-based, as well as how the education prepares for research education. The department must also indicate whether the staff possess the relevant skills, including artistic and scientific skills.<sup>50</sup>

#### Research basis within SKH's courses and study programmes

One of the prerequisites for there to be a close link between research and education is that there must be a research basis in the courses and study programmes. Another is the research environment that exists within SKH.

Artistic research is undergoing dynamic development, and SKH is playing an important role in building this up, both nationally and internationally. SKH has a very active research environment, with most of the professors and assistant professors conducting research. SKH has also had degree-awarding powers for third-cycle artistic degrees since 2016.

The faculty has stated that there needs to be an ongoing discussion regarding the research basis in the courses and study programmes. The expertise and prior understanding among teachers in relation to the research basis may vary.

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<sup>48</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

<sup>49</sup> Quality policy for Stockholm University of the Arts, ref. no. 2017/432/1.2.4, 06.03.2017.

<sup>50</sup> Instructions prior to the establishment of education programmes, SKH 2018/374/3.1.1, 11.06.2018 rev.

The Council has identified this area as a development area and decided in spring 2019 to commission the Educational Administration Department, with the support of the Research Centre and teaching staff, to draw up proposals for a description and definition of the research basis for first and second-cycle studies. This work has been carried out in parallel with the development work regarding course syllabuses mentioned in Section 3.4, and will be implemented in spring 2020.

The research basis for SKH's courses and study programmes is made possible in part by the fact that teachers who teach on the courses and study programmes also conduct artistic research, and by SKH's doctoral students having departmental duties in the form of teaching. The research basis is also achieved by researchers teaching within their specialist fields on various courses and study programmes. The fact that professors and assistant professors have time for carrying out research work incorporated within the framework of their employment has contributed to in-depth subject study and to the courses and study programmes being extended and developed. Faculty research is an important foundation for developing the structure and content of the courses, as well as the choice of teaching methods.

The courses and study programmes also affect the development of the research specialisations. Clusters are increasingly being formed between education and research, as the students who are now being admitted to the courses and study programmes have an ever greater interest in an interdisciplinary approach and in collaborating across departmental boundaries. This is also resulting in the teachers starting to cooperate to a greater extent between the courses and study programmes, and research collaborations between them are emerging. The professional field is also expressing a desire for more interdisciplinary expertise. As a result, SKH has developed two interdisciplinary two-year master's programmes where students participate e.g. in all research seminars. Here, projects are presented and discussed from the various research specialisations, which may be in dialogue with each other based on specific topics. As a result of this, research clusters are now being discussed and planned in collaboration between the research specialisations.

Students at all educational levels have the opportunity to be part of SKH's research environment, and there is a progression in the research training for students at various educational levels. As mentioned in Section 2.2, SKH has established a research week and, by participating in it, the students have access to a wide range of current research projects. They can both see which research issues and methods are relevant, as well as participate in the development of the University's seminar culture. The same applies to the weekly research seminars that are carried out, and which are also mentioned in Section 2.2.

The strategies for developing second-cycle education, which were drawn up by the Council in 2018, describe how second-cycle students are part of the research environment and must participate in SKH's internal research seminars as part of the programme that qualifies the student for third-cycle studies.<sup>51</sup> Furthermore, the Vice-Rector for Research has, at the request of the Council, established an interdisciplinary pool of supervisors for second-cycle studies. This is made up of teachers at SKH who have personal experience of conducting research.

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<sup>51</sup> Strategies for development of second-cycle education, ref. no. SKH 2018/373/3.1.1, 23.05.2018.

When recruiting new teachers, considerable emphasis is placed on the applicants' research experience and research activities, their national and international contributions within artistic research, as well as how these aspects are integrated into teaching and supervision. Since artistic research is a relatively young field, not all teachers and supervisors have themselves completed a doctorate degree. Various measures aimed at strengthening research expertise among SKH' doctoral student supervisors are therefore being implemented. An example of this is a course in artistic research methods specially designed for SKH's teachers, based on the participants receiving support in developing their own project applications, which is also mentioned in Section 2.2. Another example is the weekly seminars mentioned above.

Example: At departmental and programme level, various activities are carried out to bring research and education closer to each other. At the Department of Opera, for example, all teachers who are conducting research present their research on a regular basis to colleagues and students in joint seminars. All research that is conducted at the Department is closely linked to opera singing practice, such as technique, vocal and physical representation, interpretation and norm criticism. The Bachelor's Programme in Dance Pedagogy, the subject teacher's programme in dance and the Master's Programme in Contemporary Dance Didactics all have a progression in methods qualifying students for third-cycle studies as well as knowledge development. During the courses and study programmes, the students – with an increasing degree of difficulty – have to look for articles, try out different scientific information gathering methods and artistic methods, formulate questions, as well as investigate and present results.

When it comes to third-cycle studies, the doctoral students take part in a research environment that is characterised by ongoing peer review. In addition to the more formal review situations (such as percentage seminars or public defence), there is also the daily interaction in the workplace between doctoral students and senior researchers and teachers, which forms part of the ongoing, critical dialogue.

By actively participating in this environment, the doctoral students are given the opportunity to acquaint themselves with the senior researchers' ongoing research projects and publications. They are also given the opportunity to participate in national and international research networks. This constitutes an important source of information and reflection, offering a potential platform for the doctoral students.

### **University-wide follow-ups and evaluations**

The programme evaluations that have been conducted since 2015 include questions regarding whether students agree that research conducted at SKH is relevant for the students' education, and whether they agree that the research is accessible to the students. The results from the programme evaluations in 2019 show that there are more people who disagree with these assertions than who agree with them. Exactly what this result means is difficult to know, however, as the issue is framed generally and is not linked to research that is directly relevant to the education.

The education evaluations that the Council has adopted, and that are being introduced in a pilot round in 2019/2020, include questions regarding the education's research basis. This means that representatives of the educational programme being evaluated have to describe, analyse and evaluate the extent to which the teaching is based on proven experience and/or research, how the selected literature and other study resources relate to proven experience and/or research, as well as the extent to which the educational and didactic choices that are made are rooted in proven experience and/or research. This is then assessed by an external group of assessors.

### **Analysis of strengths and development areas**

One strength is that SKH's research environment is extremely active and that several SKH-wide activities are organised with the aim of both notifying and discussing the research that is carried out as well as disseminating the results of the research. This applies to everything from participation in seminars to teaching methods that qualify students for third-cycle studies.

Another strength is that SKH provides education at all three levels, so that there can be a clear progression in the research training. Students at a lower educational level may also benefit from participating in contexts in which students at a higher educational level are taking part.

As mentioned, development work is in progress aimed at further strengthening the research basis and the link between research and education. There is a need to clarify what is meant by research basis and how teachers can reinforce this element in their teaching.

## **3.4 Link between goals, learning activities and examinations**

***Assessment criteria:** The HEI ensures that its courses and study programmes are designed and executed with a clear link between national and local goals, learning activities and examinations.*

### **Control**

The Council prepares supporting data for the Vice-Chancellor's decisions regarding the establishment, modification and discontinuation of first and second-cycle education programmes. The Council has adopted processes for the preparation of these tasks (see above). The Vice-Chancellor has delegated decisions regarding course and programme syllabuses to the Council, which in turn has delegated to committees the power to decide on course syllabuses and to make certain changes to programme syllabuses. The Council has also decided on a model for evaluating ongoing education programmes (see Section 1.4).

### **First-cycle and second-cycle education**

The Council is responsible for processes aimed at ensuring the quality of education. This responsibility includes the processes for securing goal fulfilment within the education. The Council has focused on securing goal fulfilment within the framework of programme studies.

From SKH's Degree Ordinance, it can be seen that the potential also exists to complete a degree through freestanding courses, although SKH's range of courses means that it is not

possible to satisfy the requirements for the degree.<sup>52</sup> For this reason, the following section is based on the fulfilment of intended learning outcomes through programme studies.

#### *Development of course syllabus*

The local committees that determine course syllabuses on behalf of the Council have also established templates for course syllabuses. These are based on the Vice-Chancellor's decisions regarding what a course syllabus should cover.<sup>53</sup> Within SKH, there are also instructions regarding writing course syllabuses.

The work of developing course syllabuses within programmes is initiated at the department by the teacher who has overall responsibility for the programme, i.e. the programme manager or equivalent. The teacher, or a person appointed by the teacher, draws up proposals for the course syllabus. When it comes to designing freestanding courses, the head of department commissions a teacher to develop proposals for the course syllabus. If necessary, coordination takes place with other teachers who are responsible for courses delivered within the framework of the same project or exercise. This is done to ensure that the course syllabuses are designed in a compatible manner. The proposal is prepared by an officer and by the relevant committee in a preparatory meeting ahead of the final decision. Course planning for courses within programmes uses the role of the course within the programme as a whole as its starting point.

For newly established programmes, material has been submitted to the Council. This material demonstrates e.g. how the programme should be structured and where within the education a specific intended learning outcome should be examined. The material also provides support for the teacher who is responsible for developing or proposing revisions to the course syllabus. This support is important, especially if there have been changes in the teaching staff between the planning stage and the implementation of the course. The support is particularly valuable if it has emerged that the planned structure or the progression within the education needs to be amended, for example. The documentation makes it easier for teachers to move planned intended learning outcomes from one course to another, and to ensure that the programme as a whole continues to satisfy the national objectives for the degree.

The process of preparing course syllabus proposals takes place in various ways within SKH. In some departments, faculty meetings are important to coordinate the design and content of courses, as the courses and study programmes are based on a high degree of interaction between different courses and programmes. This applies e.g. to the bachelor's courses in film and performing arts.

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<sup>52</sup> Degree Ordinance, Stockholm University of the Arts, ref. no. SKH 2018/125/1.2.4, 12.06.2018 (rev.)

<sup>53</sup> Headlines and principles for course and programme syllabuses at Stockholm University of the Arts, ref. no. 2018/556/1.2.4, 27.06.2018 (rev).



Example: Within the Departments of Circus, Dance and Dance Pedagogy, there is a well-established procedure for supplementing the course syllabuses with study guides, which contain information about how a specific course should be conducted. These study guides include instructions on what each teaching session should cover, as well as other preconditions relating to the implementation of the examination.

#### *Previous reviews*

The reviews carried out by UKÄ regarding courses and study programmes at SKH in 2014 showed that the courses for choreography at second-cycle level, circus at first-cycle level, dance at first-cycle level and stage and media at second-cycle level achieved *High quality*, for example with regard to the fulfilment of intended learning outcomes. The main field of circus at first-cycle level was rated *Very high quality*.

During the same period, UKÄ also reviewed the courses and study programmes in the main field of opera at first and second-cycle level, as well as in the main field of dance pedagogy at first-cycle level. These courses and study programmes did not pass the review. A process for developing the courses and study programmes was therefore carried out during 2014/2015. This process consisted of a comprehensive review of intended learning outcomes in course syllabuses in relation to national objectives for these courses and study programmes, as well as measures to develop the courses and study programmes. Based on this development work, a follow-up was carried out by UKÄ, in which all the relevant courses and study programmes were found to satisfy the criteria for *High quality*.

As the 2014 review did not cover first-cycle studies in the main field of stage and media, SKH launched a review in 2018 of all bachelor's courses within this main field of study. The review covered intended learning outcomes in the course syllabuses in relation to the Degree Ordinance in the Higher Education Ordinance<sup>54</sup>, and was carried out using target matrices. This work will continue as the bachelor's courses within the relevant main fields are being developed.

Based on the work carried out to develop the Bachelor's programme in Dance Pedagogy, the Head of Department for the Department of Dance Pedagogy appointed a working group which, during the period 2017–2019, worked both on a review of the subject teacher's programme as well as to produce supporting data for the evaluation of subject teacher's programme in dance that was carried out in 2018/2019. Measures to modify the subject teacher's programme on the basis of the lessons learned are in progress.

Part of the work to draw up the strategies for developing second-cycle studies, as mentioned in Section 3.3, consisted of the departments, when developing new courses and study programmes, working more clearly on the basis of the intended learning outcomes and choosing formats (freestanding courses, one-year or two-year master's programmes) on the basis of planned content and specified goals set in relation to the degree goals in the Degree Ordinance. In this context, the importance of clarifying the eligibility requirements is also emphasised, in order to ensure that the students can achieve the degree goals through the course or programme.<sup>55</sup> The Council has commissioned the Educational Administration

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<sup>54</sup> Higher Education Ordinance (1993:100), Annex 2.

<sup>55</sup> Strategies for development of second-cycle education, ref. no. SKH 2018/373/3.1.1, 23.05.2018.

Department to follow up the implementation of the strategy for developing second-cycle studies. The assignment will be reported to The Council in March 2020.

The Council has also decided on how evaluations of the University's first and second-cycle programmes and its research education should be carried out (described in greater detail in Section 1.4). During the 2019/2020 academic year, a pilot round of the system is being implemented, covering two second-cycle programmes. Part of this review is the link between intended learning outcomes, learning activities and examinations.

### **Research education**

In addition to the artistic research project worth 180 credits, the research education consists of a course and seminar element worth 60 credits. The course and seminar element is made up of three parts: compulsory courses, compulsory doctoral student seminars, as well as elective courses and other assessed components. The purpose of the 60 credit programme component is to ensure that the doctoral student fulfils the intended learning outcomes described in the general study plan by taking compulsory courses in basic subjects such as knowledge development, method and methodology, exposition and documentation processes within artistic research, as well as supporting specialisation and more in-depth studies in the doctoral student's research project through elective courses and other assessed components. The programme components the doctoral student has completed and is planning to take are set out in the individual study plan.

All compulsory and elective courses delivered within the research education are based on, and use as a starting point, the national intended learning outcomes, which also form the basis for the general study plan. The template for the individual study plan contains a matrix containing all the intended learning outcomes. During the education, the doctoral student and the supervisor must fill in which intended learning outcomes have been achieved. This is discussed every year in conjunction with the revision of the individual study plan. If a doctoral student has failed to achieve one or more of the intended learning outcomes, they and their supervisor must ensure, in consultation, that all the intended learning outcomes can be achieved in plenty of time prior to the public defence of their doctoral thesis.

### **Analysis of strengths and development areas**

There is a growing awareness of the importance of achieving objectives, as well as a desire, through solid faculty processes, to ensure the quality of the programmes leading to degrees at SKH. SKH recruits many teachers with little experience of writing course syllabuses. Training new teachers regarding the role and function of the course syllabuses, as well as how these can be used to safeguard the quality of the education, has been identified by the Council as an important development area.

The working methods for ensuring that intended learning outcomes are achieved within the programme as a whole vary within SKH, and there is not yet a coherent structure for this work. This is an important area that need to be developed, as is the exchange of experiences and knowledge between teaching staff in different departments. The Council began this work by developing the process for the establishment of programmes. This process will be evaluated during 2019/2020.

Another area of development is to communicate earlier the study resources that will be used on a course, for example so that the Library has the potential to acquire any literature it

does not possess and to ensure that students can have course literature scanned if necessary.

As mentioned in Section 2.1, the process of drafting a course syllabus is one of the key processes to have been identified and where development work is in progress. In Spring 2019, the Council has also taken steps to further reinforce the efforts to ensure that the intended learning outcomes are achieved within programmes. The Council has commissioned the Educational Administration Department, with the support of a reference group, to draw up new, common templates and support documents for the work on course syllabuses. The plan is for the Council to decide on new templates in December 2019. The results of the work carried out by the working group will mean that the support for course development, the drawing up of course syllabuses and a systematic working method for ensuring goal fulfilment will change in 2020.

## 4. Assessment area: Equal opportunities

This chapter describes SKH's work on equality and equal opportunities in the courses and study programmes.

**Assessment criteria:** *By means of procedures and processes, the HEI guarantees systematic work aimed at taking equal opportunities into account in the content, design and implementation of its courses and study programmes.*

SKH works strategically with equal opportunities integration in all parts of the operation, based on the 2016 public service agreement regarding the development of a plan for equal opportunities integration for 2017–2019.<sup>56</sup> This is part of the development of the work to implement Sweden's equal opportunities policy. Equal opportunities means that women and men (legal gender) have equal rights, obligations and opportunities.

To gain a broader understanding of the power structures that exist in society and in organisations, SKH has an intersectional perspective, where categories other than gender are also of importance. As a result of this, SKH works in most respects on the basis of the concept of equality, which refers to equal value and equal rights of all. In addition to gender, equality also incorporates other grounds for discrimination set out in the Discrimination Act.

### 4.1 Steering documents in this area

It can be seen from the aforementioned equal opportunities integration plan that steering documents and steering processes should be at the heart of changes and developments for a more equal SKH. This is required in order to achieve permanent structural measures in this area. The guidelines for systematic quality enhancement activities show that work on equal opportunities is important in order for the operation to be able to maintain a high level of quality and to ensure compliance with the Higher Education Act and the Higher Education Ordinance.<sup>57</sup> The equal opportunities aspect should permeate the operation. This means that it should be specifically included and taken into account in an appropriate manner, for example within the key processes at the University, such as the admission of students, the recruitment of staff and implementation of courses and education programmes, as well as when making decision.

In connection with UKÄ's review of the compliance with the applicable rules and regulations at SKH in 2018, it emerged that SKH's appointments procedure needed to be updated with regard to equal opportunities. In the spring of 2019, a review was conducted of both SKH's appointments procedure<sup>58</sup> and the University's Rules of Procedure<sup>59</sup>. Based on the inspection report, the steering documents were updated to ensure that the application of the equal opportunities perspective is clearly evident when e.g. recruitment groups for the employment of teachers are to be appointed.

In the spring of 2019, more extensive work was carried out to update the existing equal treatment plan. The aim was to cover all parts of the Discrimination Act that require active

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<sup>56</sup> Reporting assignments regarding the plan for equal opportunities integration for Stockholm University of the Arts' operations 2017-2019, ref. no. SKH 2016/760/1.4.6, 17.05.2017.

<sup>57</sup> Guidelines for systematic quality enhancement activities at Stockholm University of the Arts, ref. no. SKH 2019/296/1.2.4, 13.03.2019.

<sup>58</sup> Appointments procedure, Stockholm University of the Arts, ref. no. SKH 2017/1053/1.2.4, 18.09.2019.

<sup>59</sup> Rules of Procedure, Stockholm University of the Arts, ref. no. SKH 2017/986/1.2.4, 18.09.2019.

measures to combat discrimination and to promote equal rights and opportunities. The new equal treatment plan, *Equal terms, equal value*, includes equal opportunities between the legal genders, as gender is one of the grounds for discrimination.

The plan describes measures that are already being implemented as well as development-oriented initiatives that are planned for SKH, both as an education provider and an employer. The plan consists both of measures in the form of individual activities, as well as the way new perspectives should be integrated into existing processes.<sup>60</sup>

The work on active measures according to Chapter 3 of the Discrimination Act is broken down into local goals, both within SKH' overall operational plan and in the operational plans of the organisational units. These goals are followed up during the year in dialogues on operations (see Section 1.1), in the administration's management team and in the annual report.

Instructions prior to the establishment of education programmes make it clear that an ACI perspective should be taken into account when establishing new education programmes.<sup>61</sup> ACI stands for *active, conscious inclusion* and has been used since 2016 as a collective term for areas such as inclusion, equality, anti-discrimination, extended recruitment and extended participation. This means that all these aspects must be satisfied when launching an education programme.

## 4.2 Ongoing LGBTQ certification

During 2019, SKH has commenced work on LGBTQ certification of the HEI. The work is taking place in collaboration with the organisation RFSL<sup>62</sup>. LGBTQ is an umbrella term for lesbian, gay, bisexual, transgender people and people with queer expressions and identities. The implementation of LGBTQ certification entails a structured and conscious approach to improving the working environment and the way people are treated, and provides staff with increased knowledge about LGBTQ, norms and the consequences of norms for health and living conditions for LGBTQ people. A training day aimed at all staff was carried out at the start of the work on the LGBTQ certification of SKH. A training day has also been carried out for the students. Since then, SKH's management, student representatives and certain other key people have attended LGBTQ training during the spring semester and at the beginning of the autumn semester in 2019.

A working group within SKH, supported by representatives of RFSL, has been appointed to work on the integration of an LGBTQ perspective in SKH' various steering documents and processes. The working group will also set both long-term and short-term objectives. The work on this review includes the equal opportunities perspective as an integral part.

## 4.3 Work on equality and equal opportunities within the courses and study programmes

One of the areas of focus in SKH's equal opportunities integration plan is gender-based study choices. Statistics show that the applicants to SKH's education programmes make gender-based choices to a large extent. The reasons for these choices are complex and also differ

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<sup>60</sup> Equal terms, equal value, ref. no. SKH 2019/571, 26.06.2019.

<sup>61</sup> Instructions prior to the establishment of education programmes, SKH 2018/374/3.1.1, 11.06.2018 (rev.).

<sup>62</sup> The Swedish Federation for Lesbian, Gay, Bisexual, Transgender, Queer and Intersex Rights.

depending on which education programme is being referred to. Addressing this requires both long-term measures and targeted activities, as well as SKH being able to provide a gender-neutral picture of its courses and study programmes. An example of how SKH is working to break the gender-based study choices in the long term, as well as to broaden recruitment, is the interaction that is taking place with primary schools, secondary schools and Stockholm School of the Arts. Some of these collaborative projects take place with various schools in the Stockholm area, such as Stockholm School of the Arts in the Järva district, Liljeholmen Secondary School and Fryshuset.

Another example of long-term work in this disciplinary domain is a number of courses with norm-critical perspectives in relation to the role of teachers that are part of the subject teacher's programme. The courses are expected to create awareness among teachers regarding which are the controlling norms and how gender norms can be broken in teaching contexts. In addition, most of SKH's doctoral students work with some form of norm criticism.

At present, work is also underway aimed at developing active measures in respect of discrimination on the basis of skin colour and ethnicity. A good example of the measures being implemented is a series of seminars on the theme of anti-racism spanning a period of three years, which are being conducted for all teachers and students at the Departments of Circus, Dance and Dance Pedagogy. The aim is to increase skills, create a shared knowledge platform for students and teachers, as well as work more actively to prevent racism within SKH and in day-to-day work.

The training in higher education teaching for teachers and doctoral students, which was launched during the autumn 2018 semester, is intended e.g. to ensure greater awareness of the equality perspective in teaching and in the choice of materials, text and literature. One of the intended learning outcomes in the training in higher education teaching is that the student, after completing the course, should demonstrate greater knowledge of working with an equality perspective, including ACI, in their teaching and in their choice of materials, text or literature.<sup>63</sup> Many of SKH's courses and study programmes already contain intended learning outcomes related to equality and equal opportunities, but as all teachers and doctoral students being offered to opportunity to attend the training in higher education teaching, there is greater potential to further develop and extend the teaching at SKH from an equality perspective.

Prior to each admission to SKH's education programmes, the admissions groups, i.e. the groups of teachers, external members and students who are appointed to prepare decisions regarding selection and admission to the University's courses and study programmes, attend training in respect of grounds for discrimination and norm criticism, including an equal opportunities perspective.

When it comes to research and research education at SKH, efforts are being made to achieve an even gender balance within all processes. This has resulted in SKH having an even gender balance, for example when it comes to recruitment and assessment groups when recruiting doctoral students, as well as in the third-cycle studies committee. In addition, efforts are being made to achieve an even gender balance when it comes to the authors of study re-

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<sup>63</sup> Course syllabus: The role of the teacher in programmes in fine, applied and performing arts, 7.5 credits.

sources, guest lecturers and teaching staff, as well as in the selection of the doctoral students' supervisors, seminar reviewers and in connection with the public defence of doctoral theses. SKH has 23 registered doctoral students, comprising 18 women, four men and one person who does not wish to define themselves on the basis of legal gender. This distribution means that SKH remains active in the matter of how we can increase the potential to recruit more men and non-binary individuals.

#### **4.4 University-wide follow-ups and evaluations**

The situation as regards equal opportunities and equality being taken into consideration in the courses and study programmes and in the rest of the operation is followed up and evaluated in connection with the production of supporting data for the annual report, during the dialogues on operations, in the Occupational Health and safety Committee and in the administration's management team. Questions about this are also included in the study environment survey and in the education evaluations.

Parts of the plan for active measures in respect of equal rights, opportunities and against discrimination are followed up during the dialogues on operations, in the Occupational Health and safety Committee and in the administration's management team.<sup>64</sup> The plan, which is determined annually, specifies both ongoing and development-oriented activities, which are intended to strengthen SKH' work on equal terms.

The 2018 study environment survey included questions about vulnerability. These questions concern whether individuals, during their studies, have been subjected to unwanted behaviour in the form of bullying, sexual harassment and discrimination. The survey also included a question about whether the respondents know who to contact in the event they are exposed to any of these types of behaviour. One outcome from the survey is the procedure that has been introduced to ensure that all new students receive the brochure on sexual harassment and other abusive treatment<sup>65</sup>, which is mentioned in Section 2.4. Questions about equal terms will also be included in the study environment survey that is scheduled for spring 2020. As mentioned in Section 1.4, development work is in progress aimed at clarifying processes and procedures to deal with the results of the survey.

The education evaluations, which are mentioned in Section 1.4, raise questions about equal opportunities. In the self-evaluation for the programme being evaluated, the departments must e.g. describe, analyse and evaluate how equal opportunities between women and men are taken into account in the content of education and when selecting study resources for the education.

#### **4.5 Analysis of strengths and development areas**

There is a general awareness of equal opportunities issues within the organisation, and active discussions are held in the faculty regarding these issues. These discussions can relate to how the courses and study programmes should be designed, how to create even representation in the faculty and among guest lecturers, how to select study resources and how the equal opportunities perspective is taken into account within courses and exercises. However, there is a need to develop clear systematics and documentation regarding these

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<sup>64</sup> Equal terms, equal value, ref. no. SKH 2019/571, 26.06.2019.

<sup>65</sup> Discrimination and violations against students, August 2018.

issues, for example in the production of course syllabuses, which can be seen as a development area.

One development area is to integrate the work on active measures more clearly into operational planning and follow-up.

When it comes to the collective term that has been used for issues relating to equal opportunities work, i.e. active conscious inclusion, it has emerged that the intention of this term has not been entirely clear. The plan for active measures – *Equal terms, equal value* – that applies from 2020 contains a vision that describes SKH's equality work more clearly.

One goal is for more people in the teaching profession to have different backgrounds and experiences, in order to bring in more perspectives that can contribute to the development of the courses and study programmes. In the long term, this may also lead to extended recruitment. The aforementioned plan for active measures shows that the recruitment process must be reviewed from a norm-critical and LGBTQ perspective.



## 5. Assessment area: Student and doctoral student perspectives

This chapter describes the students' potential to exert influence over the courses and study programmes through student and doctoral student representation as well as through various forms of monitoring and evaluation.

**Assessment criteria:** *The HEI safeguards the students' and doctoral students' opportunities and conditions to exert influence over their education and their particular study situation.*

### 5.1 Student influence through following-up and evaluation as well as through representation

Student influence is an important foundation for the ongoing development of quality in SKH's courses and study programmes. Student influence is exerted primarily by asking for the students' opinions in follow-ups and evaluations, as well as through formal and informal meetings between students and teachers. The student representatives also have the opportunity to participate in the preparatory and decision-making bodies at various levels within SKH. In those bodies where the students are represented, considerable emphasis is placed on their views and opinions. In order to clarify and flesh out how to conduct systematic student influence, there are joint guidelines for achieving student influence. These guidelines were drawn up in 2018 in collaboration with the student unions.<sup>66</sup>

The students at SKH are organised into three student unions, which have been granted student union status following a decision by the University Board. The reason for SKH having three student unions is because the three former colleges, prior to their merger in 2014, each had their own student union, and because the students have opted to retain their organisations, in part because SKH still has operations at different addresses. The three student unions coordinate aspects of their work through SKH's combined student unions. The doctoral students at SKH coordinate their activities through the Doctoral student Council, a composite body for exerting influence in research education issues. However, the Doctoral student Council does not have the status of a student union.

Student representatives take part in joint bodies such as the University Board, the management team and the Council, as well as in local management bodies and temporary working groups. These groups also prepare and decide on issues linked to the quality system, such as steering and support documents and structured information gathering activities.

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<sup>66</sup> Guidelines for student influence at Stockholm University of the Arts (SKH), ref. no. 2019/575, 26.06.2019.

Example: Two tangible examples where the students are or have been involved in the development work linked to the quality system, are the development of the education evaluations that have now been introduced and the ongoing planning for the implementation of the next round of the study environment survey (see Section 1.4). When it comes to the education evaluations, a student representative was included in the working group that developed the model and the content of the evaluations. As for the planning of the study environment survey, student representatives are involved in the work of reviewing the questions for the upcoming survey and devising strategies for increasing response rates compared to the last time the survey was carried out.

The Vice-Chancellor and the Director of Administration meet representatives of the three student unions once per semester. During these meetings, various current issues are highlighted and discussed, such as the students' participation in various groups, the quality work and the points that the students want to raise. The heads of department also meet student representatives on a regular basis. One example is the heads of department at the Departments of Film and Media, Acting and Performing Arts, who hold a joint meeting once a month with the student union that represents the students in these departments. The aim is to discuss general, current issues. The students are invited to raise issues related to education or the study environment that they would particularly like to discuss.

SKH has highly motivated and committed students who spend a great deal of their time on their studies, both scheduled and independent studies that are carried out individually or with others. It can therefore be difficult for them to set aside time to take part in university-wide meetings and work.

A new procedure has been introduced during 2018, whereby SKH provides a list of the decision-making and preparatory bodies, including temporary working groups, that are relevant for the academic year. The procedure has been created to support the student unions in their work of appointing student representatives to various decision-making and preparatory bodies and working groups, such that this can be carried out under the best possible conditions. On the basis of the list, an agreement is reached annually with the student unions regarding which bodies they want to be represented in. In order to further support both the student union work and individual students in matters relating to the study environment (including cases of harassment and bullying), SKH, as mentioned above, has employed a Student ombudsperson for two years alongside the Royal Institute of Art.

There are several examples of how the systematic quality enhancement activities at the HEI are creating opportunities for the students to express their views about the courses and study programmes and thus exert influence over them. This takes place e.g. through course evaluations and programme evaluations, as well as through evaluations carried out by the departments themselves. The students can also express their views directly to their teachers, programme managers and heads of department.

Example: Every year, the students at the Departments of Dance, Dance Pedagogy and Circus arranged a student-run *Evaluation day*. The Evaluation day is carried out at the initiative of the students, although the HEI encourages the students to take part and sets aside time in their schedule for this during their education. During this training day, the students discuss the content of the courses and study programmes as well as those aspects that are related more to the study environment. The results are presented to the heads of department and are taken into consideration in the operational planning for the coming years.

## **5.2 Research education**

The doctoral students have the potential to exert influence over their education, for example by a doctoral student sitting on the third-cycle studies committee as well as by a doctoral student being included in a working group for the revision of steering and support documents for research education. Furthermore, the doctoral students participate actively within the faculty at their own academic department and operational department, and can thereby influence various processes that may be of significance for their day-to-day activities. Another opportunity to have an impact is through course evaluations and other evaluations. All courses are concluded with course evaluations. The heads of subject follow up the outcomes in the course reports and integrate the students' views in the course development work.

## **5.3 University-wide follow-ups and evaluations**

The fact that students and doctoral students have opportunities and conditions to exert influence over their education and their particular study situation is comprehensively followed up and evaluated in conjunction with the production of supporting data for the annual report, at meetings each semester between the student unions and the Vice-Chancellor, in connection with the reporting to the Council by heads of department regarding course evaluations and in the education evaluations.

In the education evaluations (mentioned in Section 1.4), questions are raised regarding the influence of students and doctoral students. In the self-evaluation of the programme being evaluated, the departments must describe, analyse and evaluate the influence of students and doctoral students in the preparation of and decisions in respect of matters relating to the students' and the doctoral students' education and study environment, as well as the extent to which the students and doctoral students have the potential to exert influence over their education and the study environment through follow-ups and evaluations.

## **5.4 Analysis of strengths and development areas**

SKH encourages student representation and influence, but the way in which SKH can make it easier for the students to exert influence is an area of development. Another area of development that has been identified is to encourage the students to answer various types of questionnaires. Ongoing work is being carried out to increase the response rate, for example by scheduling course evaluations. In conjunction with the planning of the study environment survey that is to be conducted in spring 2020, discussions are being held with

student representatives regarding activities aimed at spreading awareness of the survey and encouraging students to participate in it.

The semi-informal contact between students and teachers means that there may sometimes be a lack of formal and systematic structures for student influence, making it harder to follow up the issues that have emerged and how these have been rectified. Since a large proportion of SKH' courses and study programmes are mandatory, it can be difficult for students to participate in bodies and working groups.

## 6. Assessment area: Working life and collaboration

This chapter describes how SKH interacts with working life and the professional fields for which SKH is training its students, as well as how SKH guarantees the usefulness of its courses and study programmes and develops the students' and doctoral students' preparedness to meet changes in their working lives.

**Assessment criteria:** *The HEI ensures, through procedures and processes, that the courses and study programmes are useful, and develops the students' and doctoral students' preparedness to meet changes in their working lives.*

### 6.1 Steering documents in this area

SKH's strategic plan shows that, when it comes to collaboration, SKH will "develop meeting places and conduct a dialogue with the professional fields and society in general". Furthermore, it is clear that one goal of SKH's courses and study programmes is to "promote cooperation between education, research and professional life", while another is to "prepare the students for artistic excellence in a changing world".<sup>67</sup>

According to the guidelines for the establishment of programmes (see Section 3.1), the departments must indicate, in the decision-making data that is produced, how the education has been developed (for example, through the wishes of external parties and analysis of external changes) and which of the outside world's needs for social and knowledge development the education addresses (including the needs of the labour market). The departments must also indicate how the social relevance of the education is brought into the courses and study programmes, as well as how the students are prepared for their professions. Scrutiny carried out in the Council ensures that the departments take this perspective into consideration when developing a new course or study programme. At the suggestion of the Council, the Vice-Chancellor then decides whether or not to establish new programmes.<sup>68</sup>

### 6.2 First-cycle and second-cycle education

The working life for which SKH's courses and study programmes are providing training varies depending on the field in question. Some professional groups work as contractors or freelancers, yet they can also be employees. For other professional groups, employment is the most common route. For SKH's doctoral students, it is most common for them to work within the field of professional art or within art education and art research following the public defence of their doctoral thesis. Many of the courses and study programmes lead to an international labour market.

The Vice-Rector for Collaboration at SKH has a coordinating role when it comes to cooperation with the outside world. The tangible work of designing the courses and study programmes so that they are useful for a future professional life, and so that the students are prepared to meet future changes in their working lives, is carried out at department level and programme level.

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<sup>67</sup> Strategic plan for Stockholm University of the Arts, 2016–2019.

<sup>68</sup> Instructions prior to the establishment of education programmes, SKH 2018/374/3.1.1, 11.06.2018 (rev.).

The teachers divide their working hours between teaching at SKH and working in their profession, which results in an ongoing transfer of knowledge between working life and the University.

The departments have worked in various ways to formalise external contacts. This takes place through dialogue with the sectors and the trade unions, as well as through various networks.

According to the Degree Ordinance, the students, after completing their education leading to a degree of Bachelor of Fine Arts, a degree of Master of Fine Arts (60 credits) and a degree of Master of Fine Arts (120 credits), must “show the necessary skills and knowledge to work independently in professional contexts.”<sup>69</sup> An example of intended learning outcomes that correspond to this comes from the course Theatre Directing 2 within the Bachelor’s Programme in Performing Arts, theatre directing specialisation: “show in-depth knowledge of translating part of an analysis and interpretation work into practical performance work with actors”. Another example come from the Opera Performance, Bachelor’s course – place, event, meeting within the Bachelor’s Programme in Opera: “be able to sing under different spatial, musical and stage conditions, as well as demonstrate an insight into how this affects both the interpretation and the interaction with the audience”.

It is common for students to encounter the future labour market and their future audience, while the audience is given an insight into the various activities SKH carries out during the education. This becomes a way of both spreading and building up knowledge. The artistic courses and study programmes that are not stage-based, such as the course in documentary film, allow the students to interact with their audience in a similar way, for example through screenings on Sveriges Television (SVT) and various media platforms. Within the courses, students also have the opportunity to meet representatives from professional life. Students also have the opportunity to take part in various festivals within their fields, such as the Swedish Biennial for Performing Arts. These are arenas where stakeholders within the professional fields come together.

Example: In their final year, the students on the Bachelor’s Programme in Opera get to meet an artist’s agent during one of their courses. The Department of Opera also delivers artistic seminars in which individuals from the operatic field participate, providing various perspectives of the challenges within the profession. The students who are attending courses and study programmes at the Department of Performing Arts carry out internships during their courses and are thereby prepared for their future professional life. This also applies to the students on the two-year master’s programme in circus and the bachelor’s programme in dance. The Department of Performing Arts is also working on a three-year sustainability project that will prepare the students to meet future challenges and changes.

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<sup>69</sup> Higher Education Ordinance (1993:100), Annex 2.

Example: The Department of Acting delivers courses in presentation and writing CVs, as well as arranging meetings with theatre agents to prepare the students for work in the cultural sector. The students who attend the subject teacher training specialising in dance have the opportunity, via the placement courses, to extend their knowledge by practising the role of a professional as well as by reflecting on how the knowledge they have obtained on their university courses can be put into practice in secondary schools. They prepare the students for an active professional life and develop their ability to handle the challenges and shifting work duties of the teaching profession.

Example: During the period 2015–2018, an Erasmus Strategic Partnership was implemented at the Department of Dance Pedagogy alongside two other colleges of art. The focus of the agreement was the altered role and the workplace for dance teachers. The project dealt with issues such as: What challenges, demands and expectations do dance teachers face in a rapidly changing society? What skills, abilities and strategies does a dance teacher need in order to handle a flexible and changing society? The results of the work have led to both a joint international didactic course that some students from each HEI can opt for in year 3, as well as the clearer inclusion of issues and perspectives regarding the changing role of the dance teacher and the skills required, in particular in dance didactics courses.

### 6.3 Research education

The content and structure of the research education are based on the overall notion of being interdisciplinary and on contacts with environments outside of SKH. Some courses and seminars are implemented in collaboration with professional artists and researchers. External reviewers and examiners are brought in from universities nationally and internationally, as well as from professional fields. SKH places considerable emphasis on extending and supplementing the doctoral students' research education environment through the local, national and international networks, of which the doctoral students and their supervisors are an important part.

Every two years (starting in 2018), SKH also arranges the international *Alliances and Commonalities* conference, where researchers and artists within performative and mediated practices present their research and formulate issues regarding creative forms of collaboration. As mentioned in Section 2.2, SKH also runs the international journal VIS for the publication of artistic research. New formats for the publication of research results and new methods for peer reviews of art are being developed here. For example, VIS provides doctoral students with the opportunity to publish as well as the chance to take part in ongoing research that is rooted in artistic practices.

When it comes to the doctoral students, they maintain contact with their artistic field by working on their artistic research project throughout their research education. The doctoral students often present their projects at various cultural institutions, such as the Royal Dramatic Theatre and Folkets Bio. They are also involved in collaborations of various kinds, both nationally and internationally.

External monitoring and external analysis provide the basis for the design and focus of the entire range of courses and study programmes. External monitoring and external analysis are performed through ongoing collaboration and continual discussions within the Research Centre and in SKH's professor's faculty, led by the Vice-Rector for Research. Since the profile professors are responsible for the research education, their research work, their participation in and contact with the field of research and developments in this field are also important aspects of the external monitoring and external analysis. The *Alliances and Commonalities* conference also contributes to the external monitoring and external analysis.

SKH also has a broad interface with the artistic fields within performative and mediated practices, making it possible for the doctoral students to be included in various artistic contexts and production contexts, festivals and other presentations. The doctoral students' research work and research projects are presented and discussed in these environments. This ensures not only the projects' relevance for and interaction with the specific field of art, but also that the field of art is able to take part in the research while it is in progress.

SKH is constantly working to strengthen collaboration with the professional artistic environments in which the doctoral students might end up working after completing their doctoral degree. This is conducted e.g. through joint projects with universities of the arts and other operations locally, nationally and internationally, such as the Swedish Film Institute and a range of international dance, performing arts and film festivals. Representatives from these environments are also invited to act as guest teachers in conjunction with courses and research seminars, and as external reviewers and examiners in connection with percentage seminars and public defences.

#### **6.4 University-wide follow-ups and evaluations**

One of the compulsory questions in the course evaluations, according to the guidelines that apply from the spring 2019 semester, is whether the students consider that the things they have learned during the course will be valuable in future. The summaries by the heads of department in respect of this question from the first round of courses demonstrate that, to a great extent, the students feel that the things they have learned on the course will be valuable in future.

The programme evaluations that are carried out each spring semester include a couple of questions that touch on this area. In spring 2018 and spring 2019, a clear majority of the students considered that their education makes it possible for them to become an independent artist/teacher/researcher. They also considered that the education they are attending is relevant in relation to society.

The externally reviewed education evaluations mentioned above include questions relating to collaboration and working life. In their self-evaluation, representatives for the courses and study programmes describe the relevance of the education in relation to the intended labour market, as well as the education's relationship with the relevant sector and the outside world, which is then included as supporting data for the review by the assessor group. The assessor group includes a representative from working life and the relevant professional field.

During 2019, a development strategist has been hired for a two-year project, aimed in part at developing alumni activities at SKH. This project includes developing a University-wide alumni survey to be carried out on a regular basis.



Example: An alumni survey, *Touch back*, was conducted at the Department of Dance in 2018/19. This comprises an analysis and charting of the two-year master's programme in choreography during the period 2008–2018. An analysis team at the department, including a representative from another department and an external representative, is performing an analysis based primarily on interviews with alumni from the programme. These alumni are currently working all over the world. The interviews not only provide information about the programme, but also about how they are working as choreographers and dancers today. The work is expected to have an impact on the development of the current programme, but is also expected to be able to contribute to the development of other programmes within the department as well as the range of freestanding courses.

## 6.5 Analysis of strengths and development areas

One strength is that SKH's courses and study programmes enjoy close contact with working life and the professions in the cultural sector for which SKH is training its students. This is achieved in part through the guest teachers who teach the courses and study programmes, as well as through the employed teachers who have clear links to their professional field. However, the students and doctoral students also have the opportunity to participate in various networks and collaborations during their education, where they get to meet representatives from the relevant fields. It has emerged from the contributions received from students, in connection with the work on the strategic plan (mentioned in Section 1.3), that they would like more contact with the professional fields within which they will eventually be working.

For the research education, the focus on artistic practice and artistic research, which that ensures collaboration with the existing fields of art outside the academy, is a strength. The international environment of which SKH forms a part is also a strength. This involves joint efforts aimed at developing the working methods, meeting places and forms of discourse within artistic research.

One area of development involves developing more formalised contacts with working life at an overall level. Systematic external monitoring and external analysis also need to be developed. Another area of development comprises alumni activities at SKH. As mentioned above, a development strategist has been hired, for example to work on issues related to this. This work will commence in 2020.

Within the research education, one area of development involves using more inclusive language when recruiting artists nationally and internationally. Another area of development relates to better structural frameworks for the collaboration with various fields of art locally, nationally and internationally.