

Guidelines and management rules for the establishment, revision and discontinuation of degree programmes in the first and second cycles

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Appendix

Model for strategic range of study programmes and courses

Introduction

The procedure for the establishment, discontinuation and revision of study programmes is central to the system for quality assurance of education at Lund University and the Faculties of Humanities and Theology. All education is to be quality-reviewed before it is established or revised. Likewise, a review is to be conducted before decisions on discontinuation of study programmes can be taken. The review procedures for programmes, main fields of study and courses are different and are partly regulated in different policy documents.

The establishment and discontinuation of new programmes and main fields of study are regulated by the *Management rules for the establishment and discontinuation of study programmes at Lund University* (Reg. no STYR 2018/1724) which is an application of *Lund University's policy for quality assurance and quality enhancement* (Reg. no STYR 2016/179) and the *Standards and guidelines for quality assurance within the European higher education area* (ESG). Revision of existing programmes and main fields of study is regulated by the HT faculties' own rules and recommendations in the present document.

Programmes

All education in the first and second cycles is to be conducted in the form of courses. All courses are to have a course syllabus.¹ Courses may be combined into degree programmes and for each degree programme there is to be a programme syllabus. (Higher Education Ordinance Chapter 6 sections 13-16). The programme syllabus specifies the qualitative targets and the degree requirements in the form of courses, among other things. Changes to the courses included in the programme require a revision of the programme syllabus.

Establishment of new study programmes

New programmes are to undergo an establishment review. When plans begin for a new study programme, student participation is to be ensured through information to the students' union. Student representatives, who are to be involved throughout the process, are appointed by the students' union.

All new study programmes at Lund University are to be established by the University's education board after a request from the faculty board.² The programme is to be established by the education board before it is registered in Ladok and assigned a programme code, and then entered in Lubas for announcement. Deadlines for entering information about the programme in Lubas vary between first and second cycle programmes, between Swedish and international application rounds and between programmes to start in the autumn semester and those to start in the spring. Information on the dates for entering information for the announcement of new programmes is available on the Staff Pages concerning admissions (<https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/utbildningsadministration/antagning>)

The establishment review is a quality assurance process to verify that the conditions for the implementation of the programme are good and that the programme maintains high quality. New study programmes at the Faculties of Humanities and Theology are also to be assessed on the basis of the faculties' strategic range of courses and programmes. A model describing the parameters on which the faculty management bases its assessment of the strategic range of courses and programmes is attached to this document.

The establishment procedure entails review in a number of different bodies, and usually takes at least a year from the initial review by the HT faculties' study programmes board to the decision on establishment by the University's central education board.

The establishment procedure is planned in consultation with the programmes director.

¹ See the HT faculties' current *Instructions for course syllabi in the first and second cycles*.

² Study programmes leading to a professional degree require permission to issue degrees from the Swedish Higher Education Authority.

Preliminary application

Before starting the establishment review, the faculties are to submit a preliminary application to the University's education board to avoid overlaps between study programmes and to highlight opportunities for collaboration within Lund University. Therefore, before the establishment review is initiated, the department is to request permission from the HT faculties' study programmes board to start an establishment review.

The request is formulated in dialogue with the programmes director and is to be brief (approx. 2 pages excluding attachments) and include the following:

- Programme title in Swedish and English
- Degree title in Swedish and English and possible main fields of study
- Form of the programme (scope, Bachelor's/one year Master's/two year Master's, on campus/online, international/national announcement)
- Description of the programme's aim and content
- Student interest, situation analysis – very briefly
- When the programme is planned for launch and the number of FTE students once all semesters of the programme are running
- General account of the financial scope for the programme, including an account of available FTEs/reallocation of FTEs
- Account of teaching staff capacity
- Account of how student representatives have been involved in producing the programme proposal
- Extract from the minutes of the departmental board meeting that decided to request permission to start the establishment procedure

If several departments are to collaborate on the programme, the forms for this collaboration, including administrative support, are to be specified. Approval from all participating departmental boards or from the heads of all participating departments is to be attached.

The study programmes board makes a strategic assessment of the proposed programme to prepare for the working committee's decision either to approve or reject the request to start an establishment review. The aim of this assessment is to take a position on whether the proposed programme fits into the faculties' future range of programmes and to ensure that no study programmes are established that might compete problematically with existing programmes at the HT faculties with regard to student numbers and the labour market. A decision by the working committee to approve an establishment review for a proposed study programme is not a decision to establish the programme.

Based on the department's request and the working committee's decision, the programmes director compiles a preliminary application which is submitted to the University's education board. After that, the information on the initiated establishment procedure is published on the HT faculties' web page on quality assurance work.

Documentation for establishment review

Once the study programmes board has taken a decision on an establishment review, the relevant documentation is to be compiled. The documentation is produced in dialogue with the programmes director and the officer responsible at the HT faculty office. The programmes director is responsible for maintaining a continuous dialogue with the University's Quality and Evaluation office.

The documentation is to contain the following details:

- The programme title, including its translation into English
- The degree title, including its translation into English
- Scope in higher education credits
- Information on the main field of study for the programme. For the establishment of a new main field of study, see section on main fields of study below, pp.12-13.
- Information on specialisations within the programme, where applicable
- Information on whether the programme is full-time or part-time and any other vital information, e.g. where it will be taught and whether there are elements of online or distance learning
- Information on the programme's main language of instruction
- Information on admission requirements and selection method
- Information on the extent to which the programme is to be run in collaboration with other departments, faculties or higher education institutions

A preliminary programme syllabus is to be attached to the documentation. This is produced as an outline in the Lubas module for programme syllabi with a proposed programme code, and printed out as a PDF. A preliminary plan for meeting qualitative targets and for progression (PMP) is also to be attached. See section on PMP below, p. 12.

The documentation is to address the following points, with explanatory reflections.

1. The rationale for the programme
 - a. The purpose/reason for the establishment of the programme.
 - b. The place of the programme in the complete range of programmes offered at the University. Any potential competition for students and relation to the labour market, and planned collaborations with similar and relevant study programmes nationally and internationally.
 - c. Links to student demand, societal needs/labour market. The expected number of applicants and potential student interest in the programme. (Reflections are to be preceded by contact with the relevant student groups.) Expected labour market and societal need for graduates of the planned programme. (Reflections are to be preceded by contact with relevant employers.) Links to working life in teaching the programme and various forms of collaboration with potential employers.
2. Learning outcomes and content
 - a. Conditions for the actual credits awarded to correspond to the expected learning outcomes and qualitative targets, including progression. An outline of the study programme's course structure. A brief description of each course and a description of the point in the study programme at which students practise and

- are assessed in all the skills described in the Higher Education Ordinance's qualitative targets and in local qualitative targets.
- b. Conditions for the study programme to be based on research and/or artistic foundations and proven experience (disciplinary foundation) and for the teaching to be conducted so that there is a close connection between research and education.
 - c. Conditions for the programme to offer student-centred learning. How the programme's design and implementation promote student learning. The scope of contact hours in the programme and a justification for why this is fit for purpose. How the programme's design promotes independent learning beyond the contact hours.
3. Structure of the study programme
 - a. Possibilities for transition to the next education cycle.
 - b. Conditions for placements, where relevant. Allocation of responsibilities between the programme organiser and students with regard to finding placements. Where applicable, contracts or other agreements regarding placements. Planned supervision of any internship components in the study programme.
 4. Teaching staff
 - a. Teaching staff, including supervisors, are to have appropriate expertise in the subject, in teaching and learning in higher education, in subject didactics and in other relevant fields. Plans and teaching staff opportunities for the development of educational expertise relevant to the programme's form and content.
 - b. There is to be sufficient teaching capacity. Clear distribution of roles between supervisors and examiners.
 5. Other resources
 - a. Planned scaling and financing of the study programme.
 - b. Stability and long-term perspective of the study programme. If there are planned changes to the teaching team (retirements or recruitments) which may affect the programme's stability, a description must be produced for how the quality and stability of the programme are to be ensured.
 - c. Well-functioning support services (such as study guidance, libraries), infrastructure and study environment.
 6. Continuous follow-up and evaluation of the study programme

This section is to refer to the follow-up and evaluation to be conducted through the HT faculties' system for quality assurance and quality enhancement of existing degree programmes in the first, second and third cycles of study (STYR 2018/1257) and the HT faculties' web page for quality assurance work: <https://www.ht.lu.se/om-fakulteterna/kvalitetsarbete/>
 7. Student influence in the planning, implementation and follow-up of the study programme
 - a. Student representatives' participation in the department's work on producing the programme proposal.
 - b. Implementation and compilation of the outcomes of course evaluations on complete courses and course modules, and feedback to students on any measures taken. Students' opportunities to give feedback on the whole study programme, for example through programme evaluations. Student representation in programme boards or equivalents.

8. How internationalisation and international perspectives are promoted in the study programme. Students' opportunities for mobility/stays abroad during the programme. International collaborations, where applicable. Educational strategies for promoting international perspectives and intercultural skills.
9. How gender equality and equal opportunities perspectives are integrated in the study programme. Integration in course syllabi and required reading and educational strategies for integrating these perspectives in teaching.
10. How disciplinary perspectives on sustainable development are promoted in the study programme. Integration in course syllabi and required reading and educational strategies for integrating these perspectives in teaching.

Management rules for establishment of study programmes

The establishment review of programmes in the first and second cycles of study involves the review bodies listed below in the following order:

HT faculties' study programmes board

- Faculty board working committee
- External review
- Faculty board
- University education board

HT faculties' study programmes board (GUN)

The programmes director is responsible for sending the documentation to the study programmes board and presenting the matter. A department representative is summoned when the matter is discussed.

The study programmes board reviews the documentation and provides suggestions for improvement where necessary. The board can also request additional information before the request is sent on to the faculty board's working committee.

Faculty board working committee (AU)

The programmes director is responsible for sending the documentation to the faculty board's working committee. The department's proposal for an external reviewer is attached to the documentation.

The working committee appoints the external reviewer and sends them the relevant documentation.

External review

Pursuant to the *Management rules for the establishment and discontinuation of study programmes at Lund University* (reg. no STYR 2018/1724) a group of external reviewers are to assess the conditions for the study programme on the basis of the information provided in the documentation. None of the experts are to be employees or students at Lund University. For study programmes at the HT faculties, the assessment group is to consist of one external expert (with relevant research expertise and teaching experience) within the subject concerned by the

programme, one representative of working life and one student representative from another higher education institution, appointed by the students' union.

The assessment group should conduct a site visit at the department. If the assessment group also wishes to meet students during the visit, the department invites students to participate, in consultation with the students' union.

The contacts with the experts are taken care of by the faculty office. The faculties cover the cost of the fees and travel/accommodation expenses associated with the experts' visit.

Based on the documentation and the site visit, the assessment group produces a joint statement on the conditions for the study programme. See the current HT faculties' *Instructions for assessment groups for the establishment of new programmes and main fields of study in the first and second cycles*.

The department comments on the experts' statement in a written response. However, the original documentation is not to be amended. If the statement from the assessment group includes a lot of criticism, a plan is drawn up to rewrite the proposal in consultation with the programmes director. A new review may then be required.

The faculty board

The programmes director is responsible for sending the documentation, expert statement and departmental response to the faculty board for assessment. If the faculty board so decides, the board requests permission from the University's education board to establish the programme.

The faculty board also takes the decision on establishing the main field of study for the programme, if it is not already established. If a new main field of study is established, a decision is also taken on updating the list of *Main fields of study and degree titles at the Faculties of Humanities and Theology*.

The University's education board

The programmes director is responsible for sending the request together with the documentation, expert statement and faculty comments to the University's education board, which takes the decision on whether or not the programme is to be established at Lund University.

For programmes across faculty boundaries, written agreements on resources and responsibilities are to be attached to the documentation submitted to the education board.

Establishment of the study programme

The officer at the HT faculty office is responsible for ensuring the programme is established in Ladok, after which it can be announced by the department.

The timeline for the different admission rounds is available here:
<https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/utbildningsadministration/antagning>

Once a programme has been established by the education board, the final programme syllabus is approved. This must be done before the start of the application period. Pursuant to the *Rules of procedure and delegation for the Faculties of Humanities and Theology*, programme syllabi are approved by the pro dean for first and second cycle education, after preparation according to the HT faculties' current *Instructions for programme syllabi*.

Course syllabi for the compulsory courses within the programme are to be approved before the start of the application period. Course syllabi for elective courses within the programme are to be approved before the choice of courses occurs, at the latest eight weeks before the start of the course in question.

For a programme starting in the autumn semester and advertised on the Swedish market, the programme syllabus and course syllabi are to have been approved no later than 15 March in the same year. For a programme starting in the autumn semester and advertised internationally, the deadline is 16 October of the preceding year.

Revising programmes

Changes to study programmes that affect the information in the programme syllabus must be reviewed, and a decision on revision of the programme syllabus must then be taken. The department contacts the officer responsible at the HT faculty office with information on the departmental board's proposed revision. The suggested changes are entered into the Lubas module for programme syllabi. The assessment of the extent to which a revision is to be considered major or minor, or whether a completely new establishment review is needed, is made by the programmes director at the HT faculty office, and the officer responsible notifies the department as to whether the proposed changes are major or minor.

Minor revisions of a programme syllabus

Revisions are considered to be minor if they do not affect the achievement of qualitative targets, progression or other central aspects of the study programme's nature. Examples of minor revisions are changes to course titles/course codes or minor reformulations of descriptive texts, admission requirements and/or selection methods.

The department enters the proposal for the revised programme syllabus in the Lubas module for programme syllabi and sends a description and justification of the changes made to the officer responsible at the HT faculty office. If there is no plan for achievement of qualitative targets and progression (PMP, see p. 12), such a plan is to be produced. The decision on revision is taken by the pro dean after preparation and review by the officer at the HT faculty office and a student representative.

The revision of a programme syllabus is to be approved before the programme is open to applicants.

Major revisions of a programme syllabus

Revisions of a programme syllabus are considered major if they affect the achievement of the qualitative targets, progression or other central aspects of the study programme's nature. This can include changes to the programme's content, courses or structure, or if the programme is given a new or modified orientation. Significantly modified admission requirements or selection principles also constitute major revisions.

A new programme code is required when a programme changes its title, number of credits, cycle of study/degree, or there are significant changes to the admission requirements or grounds for selection. (See *Principles for programmes in Ladok and Lubas*, reg. no V 2019/889).

The department sends a request for revision of the programme syllabus to the officer responsible at the HT faculty office. The request is to contain a proposal for the revised programme syllabus and documentation on the revision. This documentation is to contain the following:

- A description of the proposed changes, a justification/background for the changes and a description of their consequences
- Drafts for new course syllabi if courses are to change or new courses are to be created
- A revised/new plan for the achievement of the qualitative targets and progression (PMP)
- A description of how students on the existing version of the programme are to be enabled to complete their degree programme according to that version
- A description of how students have participated in the revision process

After preparation at the HT faculty office, the proposal is addressed in the study programmes board. A representative from the department is summoned when the matter is addressed. The study programmes board can propose changes and ask for additional information. The study programmes board can also decide that the revision documentation is to be reviewed by an external expert.

After the processing by the study programmes board, the decision on approval is taken by the pro dean.

The revision of the programme syllabus is to have been approved before the programme is open for applications.

Dormant or discontinued study programmes

Pursuant to the *Management rules for the establishment and discontinuation of study programmes at Lund University* (reg. no STYR 2018/1724), there are two types of status for programmes that are not advertised as open for applications. These two types are *dormant* and *discontinued* programmes. Formal decisions must be taken if a programme is to be made dormant or discontinued, and the decisions are to be preceded by an investigation.

Dormant programmes

A programme is dormant when there is no announcement that it is open for applications. The decision to make a programme dormant is taken if the department plans not to announce the programme for more than two planned consecutive rounds of applications. The decision to make a programme dormant is taken by the faculty board's working committee (AU) after preparation by the study programmes board. Such a decision must be taken before the departments present their documentation for the budget process in August.

The documentation for the decision is produced in dialogue with the programmes director and is to contain the following elements:

- An account of the changed conditions for the programme
- Impact analysis (consequences for the relevant departments, students, and the whole range of programmes offered at the University)

- Proposed transitional provisions

A programme can be dormant for a maximum period of five years. After that, a decision must be taken to open the programme for applications again or to discontinue it.

Restarting a study programme

A dormant programme can be restarted only after a decision in the faculty board's working committee, after preparation in the study programmes board. The decision to restart a dormant programme is to be taken before the departments submit their documentation for the budget process in August.

The documentation for the decision is produced in dialogue with the programmes director and is to contain the following elements:

- A description of the reason for the decision to make the programme dormant and how the conditions for opening it to admissions again have changed
- An account of the financial conditions for opening the programme to applications
- A description of the programme contents, achievement of qualitative targets and progression including a programme syllabus
- If changes are to be made to the programme for its restart, these are to be decided according to the rules of procedure for revising programme syllabi, see p. 9.

Discontinuing a programme

Discontinuing a programme means that it is permanently closed down and cannot be resumed without a new establishment procedure. Decisions on discontinuation of study programmes are taken by the University's education board.

If the programme has been dormant, the investigation done before the decision to make it dormant is to be developed. If the programme has not been dormant, completely new documentation is to be produced. This documentation is to include the following elements:

- The programme's background and history
- An account of the changed conditions for the programme
- The programme's financial conditions
- Impact analysis (consequences for the departments and students involved, and for the whole range of programmes at the University)
- Proposed transitional provisions

The documentation for decision is produced in dialogue with the programmes director. The documentation is prepared in the study programmes board and the working committee, and the decision to send a request for discontinuation to the University's education board is then taken by the faculty board. After the decision by the education board, the programme is discontinued, and the transitional provisions are approved as part of the decision. See the HT faculties' current *Instructions for programme syllabi*.

The documentation is to be submitted sufficiently in advance to enable the education board to take a decision on discontinuation of the programme before the departments submit their documentation for the budget procedure in August.

Main field of study

A main field of study is the academic discipline that defines the specialisation of a general or artistic degree.³ A degree requires a specialisation within the main field of study, and an independent degree project is to be completed within that field. (See *Lund University's local rules for degrees and degree programmes*, reg. no I G 43 5518/2006). A main field of study can have one or several specialisations. Specialisation entails studying the subject in greater depth after one or two introductory semesters. The main field of study with specialisation/s is also to be specified in the course syllabi.

Establishing a main field of study means that the University decides to offer a programme leading to a degree in that subject. The compulsory courses included in the gradual specialisation that leads to the degree are called progression courses and the main field of study is to be stated in the relevant course syllabi. Freestanding courses within the subject that are offered in addition to the progression courses state the subject in a different way. (See the HT faculties' current *Instructions for course syllabi in the first and second cycles*)

For each combination of degree and main field of study, the higher education institution (the faculty) is to state the qualitative targets and how they are to be achieved. For degree programmes, this is stated in the programme syllabus. For main fields of study outside set degree programmes, established degree descriptions apply (see *Degree descriptions at the Faculties of Humanities and Theology*, reg. no U 2016/690, reg. no U 2016/691, reg. no U 2016/692).

Plan for achievement of qualitative targets and progression (PMP)

For main fields of study, a plan for achievement of qualitative targets is to be drawn up. The aim is to clarify progression and achievement of qualitative targets within the main field of study. The PMP may serve as a basis for reviewing the achievement of qualitative targets both in evaluation and revision of courses. A PMP contains:

- A list of the courses included in the progression to the degree. These are usually level 1, level 2 and level 3 courses in first cycle study programmes that are not included in the study programme leading to a degree (1–90 credits) or the compulsory courses that lead to a degree in the first or second cycle within a study programme
- A matrix showing within which courses the various qualitative targets are practised and assessed

³ See the Higher Education Ordinance, Annex 2 Qualifications Ordinance. The HT faculties award general degrees (in Philosophy or Theology), an artistic degree in one subject (creative writing) and one professional degree (upper secondary school subject teacher's degree). See *Main fields of study and degree titles at the HT faculties*.

There is a template for PMP available as a Word file on the HT faculties' website for quality assurance work: <https://www.ht.lu.se/om-fakulteterna/kvalitetsarbete/>

At Lund University, decisions to establish a main field of study are taken by the faculty board after preparation of the same information as for the establishment of a new study programme according to the *Management rules for the establishment and discontinuation of study programmes at Lund University*. There is no requirement for preliminary application to Lund University's education board. When establishing a new main field of study, the faculty is responsible for checking with other faculties to avoid overlap with adjacent main fields of study.

All the main fields of study at the HT faculties are listed in the *Main fields of study and degree titles at the HT faculties*. The list states whether the main field of study is established at the Bachelor's level, at the one year Master's level and/or the two-year Master's level. In cases where the programme is only offered at one of these levels, this is specified. When a department wishes to begin offering a programme at a level that is not already available, the main field of study is to be established at that level. The list also states the forms of study (degree programme and/or freestanding courses) and the degree description (programme syllabus or general degree description) that is applicable to all main fields of study. Whenever a main field of study is established, revised or discontinued, the list of main fields of study is to be revised as a matter of course.

Establishing a new main field of study in conjunction with the establishment of a new programme

When a study programme is established, it may be within an existing subject, for which the main field of study for the degree is already established at the appropriate level for the new programme.

If the programme is established in a new subject, the main field of study for the degree must also be established. The request to establish a main field of study and any relevant specialisations is to be attached to the request to establish a new programme. The application is to contain a PMP and a justification for the chosen title. The main field of study for the degree does not need to have the same title as the study programme.

See instructions regarding the establishment of a new study programme above.

Establishing a main field of study for a degree achieved through freestanding courses

Existing main fields of study for which there are study programmes leading to a degree are specified in the HT faculties' list of main fields of study. Main fields of study are established by the faculty board after a request from the department and a review at the faculty level.

A main field of study needs to be established when a department wishes to offer a degree programme in a new subject. The main field of study for a new level may need to be established when the department wishes to offer a degree programme at a level for which there has previously been no degree programme.

New fields of study are to undergo an establishment review. When planning for a new study programme begins, student participation is to be ensured by informing the students' union. Student representatives who are to participate in the entire process are appointed by the students' union.

The establishment review is a quality assurance procedure which is to ensure that conditions for the implementation of the study programme are good and that it will maintain high quality. New study programmes at the HT faculties are also to be assessed on the basis of the faculties' strategic range of courses and programmes. A model describing the parameters on which the faculty management bases its assessment of the strategic range of courses and programmes is attached.

Once the main field of study is established by the faculty board, it can be established in Ladok. Subsequently, course syllabi can be linked to the main field of study and approved. Course syllabi are to have been approved at the latest before the courses are open to applications for the coming semester (see the HT faculties' current *Instructions for course syllabi in the first and second cycles*).

The establishment process is planned in consultation with the programmes director. The documentation is developed in dialogue with the programmes director and the officer responsible at the HT faculty office. The programmes director is responsible for sending the application for the establishment of a main field of study to the study programmes board, and for maintaining the dialogue with the Quality and Evaluation office.

Documentation for establishment review

The documentation is to contain the following information:

- Title of the main field of study, including a translation into English
- Degree title, including a translation into English
- Scope in higher education credits. There must be at least 90 credits with gradual specialisation and a degree project worth 15 credits for a Bachelor's degree, and at least 60 credits with gradual specialisation and a degree project worth 30 credits for a Master's degree
- Plan for progression and achievement of qualitative targets (PMP) for the main field of study
- Information about whether the programme involves full-time or part-time studies and other details that may be significant such as elements of distance learning or a particular study location
- Information on the language of instruction
- Information on admission requirements and the selection method for the first course
- Information on whether the study programme is to be run in collaboration with other faculties or higher education institutions

The documentation is to address the following points, with explanatory reflections.

1. The rationale for the main field of study
 - a. The purpose/reason for the establishment of the main field of study.

- b. The place of the main field of study in the complete range of education offered at the University. Any competition for students and relation to the labour market and any planned collaboration with other similar or relevant study programmes nationally and internationally.
 - c. Links to student demand, societal needs/labour market. Expected number of applicants and interest from potential students for the programme. (Reflections are to be preceded by contacts with relevant student groups.) Expected labour market and societal need for graduates from the field in question. (Reflections are to be preceded by contacts with relevant employers.) Links to professional life in teaching and various forms of collaboration with potential employers.
2. Learning outcomes and content
 - a. Conditions for the actual credits awarded to correspond to the expected learning outcomes and qualitative targets, including progression. A diagram of the programme's course structure. A brief description of each course.
 - b. Conditions for the study programme to be based on research and/or artistic foundations and proven experience (disciplinary foundation) and for the teaching to be conducted so that there is a close connection between research and education.
 - c. Conditions for the study programme to offer student-centred learning. How the design and implementation of the programme promotes student learning. The scope of contact hours within the programme and a justification for why this is fit for purpose. How the design of the programme promotes independent learning beyond the contact hours.
 3. Structure of the study programme
 - a. Possibilities for transition to the next educational cycle.
 - b. Conditions for placements, where relevant. The distribution of responsibility between the programme provider and students with regard to finding placements. Any contracts or other agreements regarding placements. Planned supervision for the internship element of the study programme, where applicable.
 4. Teaching staff
 - a. Teaching staff, including supervisors, are to have appropriate expertise in the subject, in teaching and learning in higher education, in subject didactics and in other relevant fields. Plans and teaching staff opportunities for development of teaching expertise relevant to the form and content of the study programme.
 - b. There is to be sufficient teaching capacity. The allocation of roles between supervisors and examiners is to be clear.
 5. Other resources
 - a. Planned scaling and financing of the study programme.
 - b. Stability and long-term perspective of the study programme. If there are planned changes to the teaching team (retirements or recruitments) which may affect the programme's stability, a description must be produced for how the quality and stability of the programme are to be ensured.
 - c. Well-functioning support services (such as study guidance, libraries), infrastructure and study environment.
 6. Continuous follow-up and evaluation of the study programme

This section is to refer to the follow-up and evaluation to be conducted through the HT faculties' system for quality assurance and quality enhancement of existing degree programmes in the first, second and third cycles of study

(STYR 2018/1257) and the HT faculties' web page for quality assurance work:
<https://www.ht.lu.se/om-fakulteterna/kvalitetsarbete/>

7. Student influence in the planning, implementation and follow-up of the study programme.
 - a. Student representatives' participation in the department's work on producing the programme proposal.
 - b. Implementation and compilation of outcomes of course evaluations on whole courses and course modules, and feedback to students on any measures taken. Students' opportunities to give feedback on the whole study programme, for example through evaluations in the context of the degree project course.
8. How internationalisation and international perspectives are promoted in the study programme.

Opportunities for mobility/stays abroad during the programme. Any international collaborations. Educational strategies for promoting international perspectives and intercultural skills.
9. How gender equality and equal opportunities perspectives are integrated in the study programme. Integration in course syllabi and required reading and educational strategies to integrate these perspectives in the study programme.
10. How subject-relevant perspectives on sustainable development are promoted in the study programme. Integration in course syllabi and required reading and educational strategies to integrate these perspectives in the study programme.

Management rules for establishment of a main field of study

The establishment review for a main field of study in the first and second cycles involves the review bodies listed below, in the following order:

- HT faculties' study programmes board
- Faculty board working committee
- External review
- Faculty board

Study programmes board

The programmes director is responsible for sending the documentation to the study programmes board and presenting the matter there. A representative from the department is summoned when the matter is to be addressed.

The study programmes board reviews and offers suggestions for improvement where necessary. The board can also ask for additional documentation before the request is passed on to the working committee of the faculty board.

The faculty board's working committee

The programmes director is responsible for sending the documentation to the faculty board's working committee and presents the matter there. The department's proposal for external reviewers is attached to the documentation.

The working committee appoints external reviewers and sends the documentation to them.

External review

A group of external experts is to assess the conditions for the study programme on the basis of the information provided in the documentation. None of the experts are to be employees or students at Lund University. For study programmes at the HT faculties, the assessment group is to consist of an external expert (with both disciplinary expertise and teaching experience) within the subject concerned by the programme, a representative of working life and a student representative from another higher education institution appointed by the students' union.

The assessment group should conduct a site visit to the department. If the assessment group also wishes to meet students during the visit, the department invites the students in consultation with the students' union.

Contacts with the experts are taken care of by the HT faculty office. The faculties cover the costs of fees and travel/accommodation associated with the site visit.

Based on the documentation and the site visit, the assessment group writes a joint statement on the conditions for the programme. See the HT faculties' current *Instructions for assessment groups on the establishment of new programmes and main fields of study in the first and second cycles*.

The department comments on the experts' statement in a written response. However, no changes are to be made to the original documentation. If the statement from the assessment group includes a lot of criticism, a plan is drawn up to rewrite the proposal in consultation with the programmes director. A new review may then be required.

The faculty board

The programmes director is responsible for sending the documentation, the experts' statement and the department's response to the faculty board for decision. If the faculty board so decides, the main field of study is thereby established. The list of main fields of study is to be updated as part of the decision.

The main field of study is established

An officer at the HT faculty office is responsible for ensuring that the main field of study is established in Ladok. Subsequently, course codes can be created for the study programme, and courses can be opened for applications by the department through the Lubas range. The deadline for entering material in Lubas is mid-December of the preceding year for courses offered in the autumn semester and mid-June of the preceding year for courses offered in the spring semester.

Course syllabi for the programme are to have been approved no later than the start of the application period. For courses that start in the autumn semester and are advertised on the Swedish market, the deadline is 15 March of the same year. For courses starting in the spring semester the deadline is 15 September of the preceding year.

Timelines for admission rounds are available here: <https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/utbildningsadministration/antagning>

Establishing a new specialisation within an existing main field of study

A main field of study may feature specialisations. Specialisations involve an elective orientation within the subject after one of two common introductory semesters.

Specialisations within the main field of study are established by the faculty board's working committee after a request from the department and a review at the faculty level through the study programmes board.

Documentation

Requests to establish a specialisation within an existing main field of study are drawn up in consultation with the programmes director. The request is to contain an excerpt from the minutes of the relevant departmental board meeting and documentation for review including:

- A description of why the new specialisation is needed, how it relates to any existing specialisations and what is common/compulsory within the main field of study /specialisation
- Expected number of students
- Admission requirements
- Relevant teaching staff
- Revised plan for achievement of qualitative targets and progression (PMP) or, if there is no PMP, a new plan for the whole main field of study describing the achievement of the qualitative targets within the new specialisation and the extent to which students study common courses
- Description of courses/drafts for new course syllabi

Decision-making process

The programmes director is responsible for sending the documentation to the study programmes board and presenting the matter there. A representative from the relevant department is summoned when the matter is addressed.

The study programmes board reviews the documentation and suggests improvements. The board may also request additional documentation before the request is sent to the faculty board's working committee.

The programmes director is responsible for sending the documentation to the faculty board's working committee and, if the working committee so decides, the main field of study's specialisation is thereby established. The list of main fields of study is to be updated as part of the decision.

Establishment of a specialisation

An officer at the HT faculty office is responsible for ensuring that the specialisation is established in Ladok. Subsequently, course codes can be created and courses can be advertised by the department through the Lubas range. The deadline for entering material in Lubas is mid-December of the preceding year for courses offered in the autumn semester and mid-June of the preceding year for courses offered in the spring semester.

Timelines for admission rounds are available here: <https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/utbildningsadministration/antagning>

Revising the progression courses within a main field of study

Revisions to the content of a programme in a main field of study are made through the revision of the course syllabi for the progression courses within the main field of study. This also requires the revision of the plan for achievement of the qualitative targets and progression (PMP) for the main field of study. In case of major revisions to the progression courses, the existing PMP is to be revised or a new PMP is to be produced, if there was none previously (see p. 9).

Minor revisions to the progression courses can be made without the need to change the relevant course codes. Minor changes are for example reformulations or minor changes to learning outcomes/content, changes to the forms of assessment or compulsory components.

Major revisions require new course codes. Major revisions are for example changes to the course title, significant changes to the course learning outcomes/content and significantly amended admission requirements.

In case of extensive changes to courses, the changes must be quality-reviewed on the basis of the entire progression towards the degree, so that the achievement of the qualitative targets can be ensured. The PMP is to be revised and, together with the course syllabi, is to be reviewed in the same way as the programme syllabi.

See the HT faculties' current *Instructions for course syllabi in the first and second cycles*.

Title change regarding a main field of study or specialisation within a main field of study

There may be reasons to change the Swedish and/or English title of a main field of study for an existing programme. The change may be associated with changes to the content/specialisation of the programme or other factors. If the programme is changed to a great extent, the procedure for major revisions or new establishment is to be followed.

Title changes to main fields of study are decided by the faculty board's working committee after a request from the relevant department and review by the study programmes board.

Documentation

A request to change the title of a main field of study is drawn up in consultation with the programmes director. The request is to include an excerpt from the minutes of the relevant departmental board meeting and documentation for review. The documentation is to provide a description of the main field of study and an explanation for the need to change its title. The documentation is also to include a brief impact analysis of the title change and a proposed date for its entry into force, as well as transitional provisions as to how long students can obtain a degree in the previous main field of study.

Decision-making process

The programmes director is responsible for sending the documentation to the study programmes board and presenting the matter there. A representative from the relevant department is summoned when the matter is addressed.

The study programmes board reviews the documentation. The board may also request additional documentation before sending the request to the faculty board's working committee.

The programmes director is responsible for sending the documentation to the faculty board's working committee and, if the working committee so decides, the title of the main field of study is thereby changed. The decision is to specify the date of entry into force of the title change as well as transitional provisions. The list of main fields of study is to be updated as part of the decision.

Establishment of title change

An officer at the HT faculty office is responsible for establishing the title change in Ladok. Changing the title of a main field of study entails creating a new code for a main field of study. New course syllabi within the main field of study must be produced and linked to the new code for the main field of study. Course syllabi are to have been approved no later than the start of the application period.

Discontinuing a main field of study

If there are reasons to discontinue a main field of study, the discontinuation is to be preceded by an investigation. Discontinuation means that a study programme leading to a degree in the main field of study will no longer be offered. Freestanding courses within the subject may still be offered. If the department wishes to resume the study programme leading to a degree in a main field of study that has been discontinued, a new establishment review must be conducted. If the discontinuation of the main field of study coincides with the discontinuation of a study programme, the investigation is to be conducted jointly for both.

The decision on discontinuation is taken by the faculty board's working committee after preparation in the study programmes board. The documentation must have been received by the working committee in time to enable the decision to be taken before the departments submit their documentation for the budget process in August.

Documentation

Documentation to request the discontinuation of a main field of study is produced in dialogue with the programmes director and, in addition to the excerpt from the minutes of the departmental board meeting, is to contain the following elements:

- The background and history of the main field of study
- An account of the changed conditions for the main field of study
- An impact analysis (consequences for the departments concerned, students, the University's entire range of study programmes)
- Proposed transitional provisions

Decision-making process

The programmes director is responsible for sending the documentation to the study programmes board and presents the matter there. A representative of the department is summoned when the matter is addressed.

The study programmes board reviews the documentation. The board may request additional information before sending the request for discontinuation to the faculty board.

The programmes director is responsible for sending the documentation to the faculty board and if the board so decides, the main field of study is thereby discontinued. The list of main fields of study is to be updated as part of the decision and the decision is to state the transitional provisions concerning the students' right to complete their programme and for how long degrees in the subject will be issued.

The officer at the HT faculty office is responsible for informing the admissions office and the degree office.

Modell för strategiskt utbildningsutbud grundutbildning

