



Annual Follow-up of Programs

These guidelines were ratified by the Faculty Board on 3 September 2025 and are in effect as of the same date.

Registration number HS 2025/482

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1 Introduction

All degree programs at the first-cycle and second-cycle levels at the University of Skövde (the University) must be followed-up in their entirety on a yearly basis.¹ The aim of the follow-up is to create a systematic way base for the continual development of the degree program. It further aims to systematically provide the students with an opportunity to give feedback on the structure and contents of the degree program. Program coordinators are to conduct the annual follow-ups, analyse the results and document them in a program report. The results from the annual program follow-up should be used as a base for the operational plans and quality dialogues of the Schools.

Annual program follow-ups are not performed for degree programs that are dormant or that are being phased out.

2 Procedure

The program coordinator is to conduct the annual follow-up of the degree program in consultation with the teachers concerned, subject coordinators and their superiors as well as in dialogue with the students of the program.

The results, in the form of a program report, are to be made accessible no later than 31 August each year for degree programs that start in the autumn term and 14 January each year for degree programs that start in the spring term. It is advisable to carry out and document the follow-up procedure continuously during the year.

The main steps of the follow-up procedure are:

- Feedback from students and colleagues as well as from other stakeholders
- Analysis
- Measures
- Program report
- Follow-up and development

¹ By annual is meant one academic year.

2.1 Feedback

The program coordinator is to ensure that the students are given the opportunity to contribute to the annual follow-up by systematically gathering the students' views on the degree program.

The students' views may be gathered in a way that the program coordinator finds appropriate, such as by means of questionnaires, program meetings or dialogues.

Views and information on the program are also gathered from the teachers concerned with the program, subject coordinators and the program council (or the equivalent forum for work-related connections). The gathering of this data is carried out to the extent and scope that the program coordinator finds appropriate.

2.2 Analysis

The strengths and areas of development of the degree program are to be analysed based on a number of quality aspects (appendix 1). The quality aspects are largely equivalent to those assessment areas and grounds for assessment that are stipulated in the instructions concerning the establishment and six-year follow-up of courses and programs. The annual follow-up can therefore be used as a base for the six-year follow-up. Program coordinators can also include other aspects that are of importance to the development of the program. The program coordinator is to invite students to participate in the analysis work.

Views on the program from students, teachers and other stakeholders constitute the base of the analysis. Self-evaluations and the Faculty Board's report on the completed six-year follow-up of the degree program also form the basis of the analysis. In addition, program reports from previous years are also taken into consideration. It is foremost the outcome of any measures taken that should be assessed. In the event that it has not been possible to take a certain measure, it may be saved for the coming year, if it is still relevant. This is then to be commented upon in the program report. Additional data can consist of different types of statistical information concerning, for example, student completions and graduation rates.

2.3 Measures

The program coordinator is to formulate relevant measures for further development of the degree program, based on the outcome of the analysis. The measures should relate to the quality aspects and other possible areas that have been identified in the analysis (2.2).

The measures are to have a deadline and it is to be made clear who is responsible for the measure in question. The program coordinator

decides on a reasonable timeframe for a specific measure in consultation with the teachers concerned (including the subject coordinator) and their superiors. The timeframe for a measure may vary from a month to several years, depending on what is to be achieved.

If extra resources are required for the measure to become a reality, the program coordinator is to consult with the head of division in charge of the matter.

2.4 Program report

The University's template for program reports is to be used when a program report is to be completed (appendix 2). The template provides guidance in terms of what is to be documented. A benchmark is that the report should contain approximately 1–3 pages.

The program coordinator is to send the program report by email to the registry officer for registration purposes. For degree programs starting in the autumn term or in both the autumn and the spring term, the report is to be sent by email by 31 August at the latest. For degree programs that start the spring term only, the report is to be sent by email by 14 January at the latest.

The program coordinator is to convey the results of the annual program follow-up to the students of the degree program. The program report will be made available on the Student Portal by the registry office to those students who are registered on the program and for all staff members through the study administrative e-services ("studieadministrativa e-tjänsterna").

2.5 Follow-up and development

An important part of the process is to follow up on each individual degree program's reports from previous years, to ascertain whether the required measures have had the desired effect or whether another measure needs to be taken. This is to be carried out by the program coordinator and must be documented in the program report.

The Dean and the Pro-Dean have a quality dialogue on a yearly basis with each School, where the quality work of the Schools is reviewed. The annual program follow-up is one of the activities that is discussed at this time. The quality dialogue is conducted as a part of the Vice-Chancellor's dialogue meetings. Questions that may have to be raised on a University-wide level are brought up during these dialogues. This may entail both areas of development as well as good examples. The dialogue meetings can also serve as a base for continued development of the process and contents of the annual program follow-up.

3 The document is in effect as of

These guidelines were ratified by the Faculty Board on 3 September 2025 and are in effect as of the same date. The document replaces the guidelines for annual program follow-ups (registration number HS 2024/22).

Appendix 1: Quality aspects

At the University, the annual follow-up of degree programs relates to a number of quality aspects.

Goal attainment and progression

- The design, form and examination of the program ensure that the students reach national qualitative targets and local program objectives by means of a progression in knowledge, skills and approaches within the program.
- The program is formed and conducted in a way that encourages the students to take an active role in the learning processes. This is also mirrored in the examinations.

Student completion

- The prerequisite requirements for the degree program is adequate and promotes both quality in the degree program and accessibility to the program.
- Each student and student group are given ample conditions to complete and finish their studies within a designated study period, without compromises being made related to the quality and objectives of the program.

Appeal

- Students and alumni are so satisfied with their degree program that they want to recommend it to others.
- The program information is clear, correct, objective, updated and accessible. Aspects pertaining to broader recruitment, gender equality and equal conditions are paid attention to in the recruitment work.

Research basis

- The program has a strong research basis and a clear connection to one or more of the University's research environments.

Working life connections

- The program is useful and prepares the students for a working life.
- Relevant collaboration takes place with the surrounding community.
- Placement studies complement the rest of the contents of the program well and increase the students' opportunities to practice theoretical knowledge and gain greater insight into future professional roles.
- The students of the degree program are attractive in the labour market with a high establishment rate.

Student influence

- Program coordinators, course coordinators and other applicable staff work on promoting active participation on the part of the students as regards the development of the program.
- Upon completion of course evaluations, feedback is always conveyed to students connected to the program. The course reports always contain the course coordinator's analysis and summary.
- The results of the course evaluations are taken into account and used for further development of the degree program and its constituent courses.

Gender equality and equal conditions

- An equality perspective is taken into account, communicated and anchored in the content, design and implementation of the program.
- The program is carried out and examined in such a way that it does not have a negative impact on nor risks worsening the opportunities for any group of students in relation to grounds for discrimination².

Internationalisation

- An internationalisation perspective is integrated in the degree program's design and execution.
- Students within the program have the opportunity to conduct studies abroad.

² Instructions for equal conditions and accessibility

Appendix 2: Template for program report

Program report for the degree program XX (program code)

Date:

Program coordinator:

Methods for gathering feedback from the students

Instructions: Describe the methods you have used to gather the students' views on the program.

Submitted views:

Instructions: Summarise the central views derived from all gathering methods, including the course evaluations of the constituent courses. Highlight the positive parts that should be retained as well as those areas that need to be improved. It is important to consider both negative and positive views.

Briefly describe additional views submitted by teachers and other stakeholders.

Analysis

Instructions: Analyse the students' views as well as your own, those of other teachers' and those of the subject coordinators' in relation to the continued development of the program. Invite the students to participate in the analysis work. Reflect over the views in relation to the quality aspects (see list), as well as other relevant aspects. Highlight the positive parts that should be retained as well as those areas that need to be improved.

Implemented measures since the previous year's program follow-up

Instructions: Provide a description of the changes that have been made and/or decided upon since the previous year's program follow-up. Reflect on whether the measures have had the desired effect. If a particular measure has not been implemented – explain the reason for this and make a note of whether the measure has been moved to the coming year. If no measures were planned, make a note of this.

Suggestions of measures

Instructions: List suggestions and plans for possible measures to further improve the structure, contents and execution of the program. For every measure, you are to provide a timeframe for its implementation as well as stipulate who is responsible for it. If no measures have been planned, please make a note of this.