



# Quality System for Education at Inland Norway University of Applied Sciences

## Quality System Description

For version list, see appendix

Please note that the English translation is for information purposes only. For all legal purposes, the original Quality System Description in Norwegian is the authoritative version

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## Introduction

The Quality System at Inland Norway University of Applied Sciences (INN University) shall contribute to systematic work in ensuring and developing the quality of the study programmes offered. The Quality System encompasses all matters that affect the quality of studies, from information for potential applicants to completion of studies and surveys targeting former students after graduation.

This document is a system description that provides an overall presentation of the Quality System. The system description covers the core processes in the Institutions' Quality System and relates how responsibilities and tasks are distributed. A complete overview and complete description of all parts of the system (routine descriptions, mandates, templates, and guidelines) can be found on the institutional website inn.no.

The Quality System for INN University has been formulated on the basis of §1-6 of the Universities and University Colleges Act. The law states that institutions must have a satisfactory internal system for quality assurance. Further provisions on the system for quality assurance are elaborated in chapter 2 of the Regulations on quality in higher education and are described in more detail in chapter 4 of Studietilsynsforordningen (The study programme oversight regulations).

The quality work is rooted in the Board and management at all levels, and the institution facilitates development, reveals sub-par quality, and ensures documentation of the quality work. Furthermore, periodic evaluations of the offered study programmes are carried out, and representatives from working or social life, students and external experts who are relevant to the discipline in question contribute to these evaluations. The criteria are in line with the European standards and guidelines for quality assurance in higher education (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

INN University's quality work is anchored in the following documents:

- **INN University's strategy**  
Describes long-term strategies that guide INN University. The systematic quality work at INN University is aimed at contributing towards reaching the goals of the strategy.
- **The development agreement with the Ministry of Education and Research**  
The agreement contains targets for priority development areas, including quality of study programmes. The objectives help to clarify the institution's profile and, in the long term, provide better division of labour in the sector.
- **The annual letter of allocation from the Ministry of Education and Research**  
Annual allocation from the Ministry of Education and Research that provides frameworks and sets overall long-term goals for the sector.
- **Annual report and plans**  
INN University reports on last year's achievement of goals, and describes the plans for the coming year, based on its defined institutional goals. Faculties prepare more detailed operational plans in line with INN University's plans.

The Quality System must have a strong anchorage for those covered by the system. It applies to all who work and study at INN University. This is done primarily through the fact that the system – processes, roles, and responsibilities – is clearly described and well known. Quality efforts shall promote a quality culture among employees and students. Educational quality is a key theme for

various events and meetings for employees. In addition, funding for development efforts is made available, and INN University's quality in education award is conferred annually.

### **Student participation**

A quality culture is also built upon a good collaboration with all students at the institution. This is done through direct contact and feedback in teaching and supervision, and through various evaluation schemes. It is also done through the student organization and the student union representatives. Here, students are central in the quality work at all levels, and especially through the quality work on the study programmes. INN University organizes training of student union representatives and works actively to ensure good representation from the student community on boards and committees. Various gatherings are arranged where students, staff and management can discuss the quality of education. Among other things, an annual student seminar is arranged where student union representatives meet INN University's deans and rectorate and discuss the quality of education at faculty and institutional level. The seminar is a start-up event for the coming academic year's work with student democracy and a summary for the students of how the faculties have followed up last year's evaluations with improvement measures. INN University has a collaboration agreement with the student organization on, among other things, student participation.

INN University is an institution with several campuses, and with multi-campus faculties. The Quality System is structured so that the study programme-related quality work takes place in the academic units, namely the study programmes, the departments, and the faculties. With multi-campus faculties, it is ensured that the quality work is done according to the same systematics across all campuses.

### **About the Quality System Description**

The Quality System is based on the following principles:

- The quality work is based on eight quality areas
- *The study programmes* are the central quality units
- *The faculties* are responsible for the study programmes
- *The Study Programme Committee* on each study programme is the core of the study-related quality work
- There is a clear division of *responsibilities* between the actors in the system
- *Student participation* is featured in all quality work
- *Continuous improvement* is a basic form of work, and is ensured, among other things, through systematic use of feedback loops.

This overall system description is thus divided into the following main chapters:

1. Quality areas – encompassing the ambitions in each of the eight areas
2. Quality System for Education
3. Development of the study programme portfolio
4. Deviation management
5. System audit
6. The actors' responsibilities and tasks

# 1 Quality areas

Work on education quality can be made concrete by describing key quality areas. The eight areas are used to ensure that we work systematically and broadly with education quality. The quality areas serve as a basis for evaluations, surveys, analyses, and assessments. In particular, this applies to the academic quality work, i.e., that which happens at the study programme level.

We have chosen to assign three quality areas a green colour in the figure below:

- The academic and pedagogical competence of the academic environments
- Students' learning environment
- Development and management of the study programmes

These quality areas represent fixed input factors that form a basis for us to be able to provide higher education within our subject areas. Furthermore, we have chosen to assign three other quality areas the colour yellow:

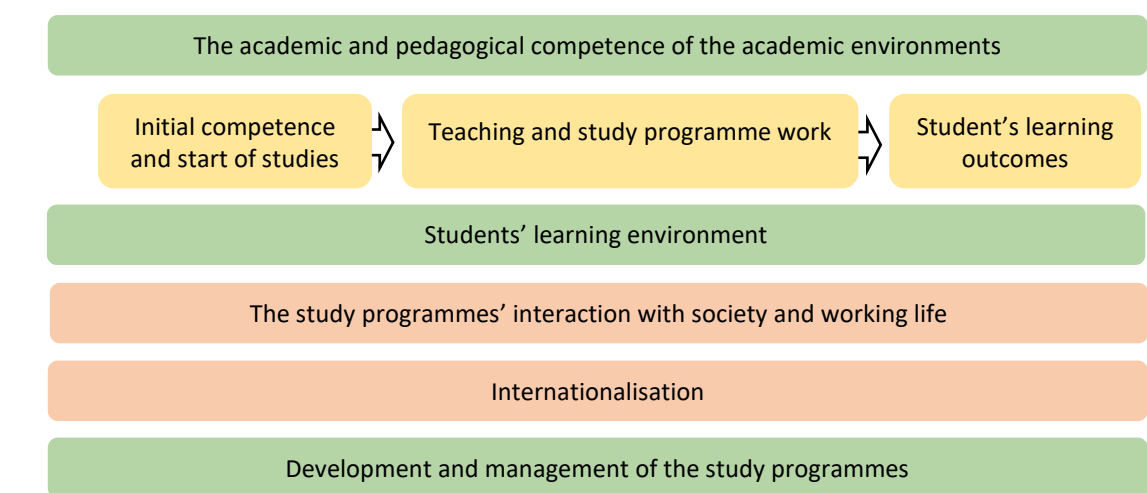
- Initial competence and start of studies
- Teaching and study programme work
- Student's learning outcomes

These quality areas address the students' *process* from the start of their studies to the achieved learning outcome. The last two quality areas have been assigned the colour red:

- The study programmes' interaction with society and working life
- Internationalisation

Both of these quality areas represent a strategic commitment to achieve an intended learning outcome across all educational programmes. They differ from other more discipline-specific learning outcomes, and often require common schemes across the institution.

Figure 1 INN University's quality areas



The order is not arbitrary. The academic environment and the learning environment form a basis for the students' learning process. New perspectives are created through encounters with society and working life, and not least in encounters with other cultures and perspectives. All this is linked together in the design and management of the study programmes.

INN University has the following goal structure in relation to the eight quality areas:

|  |   |
|--|---|
| <b>1: The academic and pedagogical competence of the academic environments</b> |   |
| Objective  | The academic environments must maintain a high international level in research and education.   |
| Sub-objectives   | 1. INN University shall have an academic environment that is adapted to the educational programme selection.  |
|  | 2. The academic environments shall participate in research and development work nationally and internationally.   |
|  | 3. The academic environments must master current teaching technology, have good knowledge of a wide range of different teaching and assessment methods, and – based on this – be able to plan, implement and reflect on their own teaching. |
| <b>2: Initial competence and start of studies</b>                              |   |
| Objective  | The students shall receive a good introduction to INN University to lay the foundation for mastery in their studies.  |
| Sub-objectives   | 1. INN University shall recruit well-qualified students with the right initial competence and motivation.   |
|  | 2. Study programme guidance must be informative and lay the foundation for the right study programme choice.  |
|  | 3. The start of studies shall ensure that the students are included as best as possible in an academic and social community.  |
|  | 4. Academic activity must be initiated quickly and motivate efforts.  |
|  | 5. INN University, together with the Student Association (SINN), prioritises follow-up of students in their first year in order to lay a good foundation for mastery in their studies.  |
| <b>3: Teaching and study programme work</b>                                    |   |
| Objective  | Students shall develop good strategies for acquiring new knowledge.   |
| Sub-objectives   | 1. Students shall be active participants in a learning community with student-active forms of learning where students are invited to participate in shaping the learning process.   |
|  | 2. The students shall be invited into the academic community and into the R&D activities across the educational programmes.   |
|  | 3. The teaching shall motivate the students towards learning.   |
|  | 4. The students' use of time must be adapted to the nature of the study programme.  |
|  | 5. The students shall receive good feedback and follow-up in their learning process.  |
|  | 6. Students shall be trained in academic integrity and develop skills in searching, assessing, and referring to information and subject matter in their academic work in an ethically reflected manner.                                     |
|  | 7. INN University Library shall support the students in the learning efforts.   |
|  | 8. INN University shall guide the students in choosing the right study programme.   |
|  | 9. INN University shall provide good guidance to students and staff about its systems and study programmes.   |
| <b>4: Student's learning outcomes</b>  |   |
| Objective  | INN University shall offer education with effective implementation and good correspondence between learning outcome descriptions and teaching, supervision, and assessment.   |

|  |   |
|--|---|
| Sub-objectives   | <ol style="list-style-type: none"> <li>1. INN University shall have a good flow of study programmes in all three cycles.</li> <li>2. The learning outcome descriptions must be comprehensive and relevant and shall govern the students' final competence.</li> <li>3. INN University shall have a high quality in the assessment work.</li> <li>4. INN University must provide clear information about deadlines.</li> <li>5. INN University shall provide comprehensive information about its assessment schemes.</li> <li>6. INN University shall take the initiative at an early stage in relation to students who experience delays in their studies.</li> </ol>   |
| 5: Students' learning environment                                  |   |
| Objective  | INN University shall have a good learning environment.  |
| Sub-objectives   | <ol style="list-style-type: none"> <li>1. INN University's physical environment must be designed so that it facilitates good and inclusive learning processes for everyone.</li> <li>2. INN University's infrastructure and teaching must adhere to the principles of universal design.</li> <li>3. The teaching must be organized according to a plan and form an appropriate framework for the student's learning.</li> <li>4. INN University shall have a well-functioning system for feedback and student participation.</li> <li>5. INN University shall have a good academic and social learning environment.</li> <li>6. INN University shall follow up psychosocial conditions with relevance to the learning environment.</li> </ol> |
| 6: The study programmes' interaction with society and working life |   |
| Objective  | The study programmes must be relevant to, and stimulate, social and working life.   |
| Sub-objectives   | <ol style="list-style-type: none"> <li>1. The studies shall prepare the student for the needs of society and working life.</li> <li>2. The study programmes shall educate active democracy participants.</li> <li>3. INN University shall offer flexible programmes that create opportunities for lifelong learning.</li> <li>4. INN University shall develop knowledge that is innovative within its subject areas, and preferably in collaboration with external actors.</li> </ol>   |
| 7: Internationalisation  |   |
| Objective  | INN University's educational programmes shall have an international profile, and relate to knowledge, experience, and values in an international context.   |
| Sub-objectives   | <ol style="list-style-type: none"> <li>1. Intercultural competence and communication shall be a clear part of the learning outcome description.</li> <li>2. The study programmes shall have adapted exchange windows with quality-assured international partners.</li> <li>3. Study guidance shall provide an overview of the possibility of international exchange.</li> <li>4. The study programmes shall have an active and academically grounded collaboration with good international partners.</li> <li>5. The study programmes must be adapted to an international labour market.</li> </ol>   |
| 8: Development and management of the study programmes              |   |

|                |  |
|----------------|--|
| Objective      | The study programmes must be managed effectively and ensure continuous improvement.                              |
| Sub-objectives | 1. The study plan shall govern the implementation of the study programmes.                                       |
|                | 2. The programmes shall be evaluated regularly and in accordance with procedures for evaluation and improvement. |
|                | 3. Management of the study programmes must be clearly placed.  |
|                | 4. INN University shall have efficient IT systems in connection with its study programmes.                       |

INN University has developed relevant questions and possible indicators for the various sub-objectives. This is detailed in the document “Objective structure for quality work 2021”.

INN University works systematically to achieve its objectives, but quality in education can be both difficult to measure and require many different measures to develop. The quality work is therefore a continuous process that is based on the objectives, is linked to the conversation that takes place in INN University's various councils and committees, and derives its knowledge from study programme data and various evaluations. The objectives' structure document is therefore under continuous development. In this process, it is important not to lose sight of the purpose of the various quality areas. We work with the eight quality areas to:

- assess whether the academic environment is sufficiently robust.
- facilitate the students' success through targeted measures early in the course of studies.
- stimulate our students to effective and suitable learning.
- assess the effectiveness of the educational programmes.
- assess how INN University's learning environment contributes to learning.
- assess whether our educational programmes are adapted to the needs of working life.
- assess whether our study programmes are at a high international level.
- assess whether our study programmes are managed effectively, with sufficient participation and with high academic quality.

All this builds on INN University's main objective for quality work:

“We prepare our students for a changing society through a variety of forms of learning, based on research and artistic development work.”

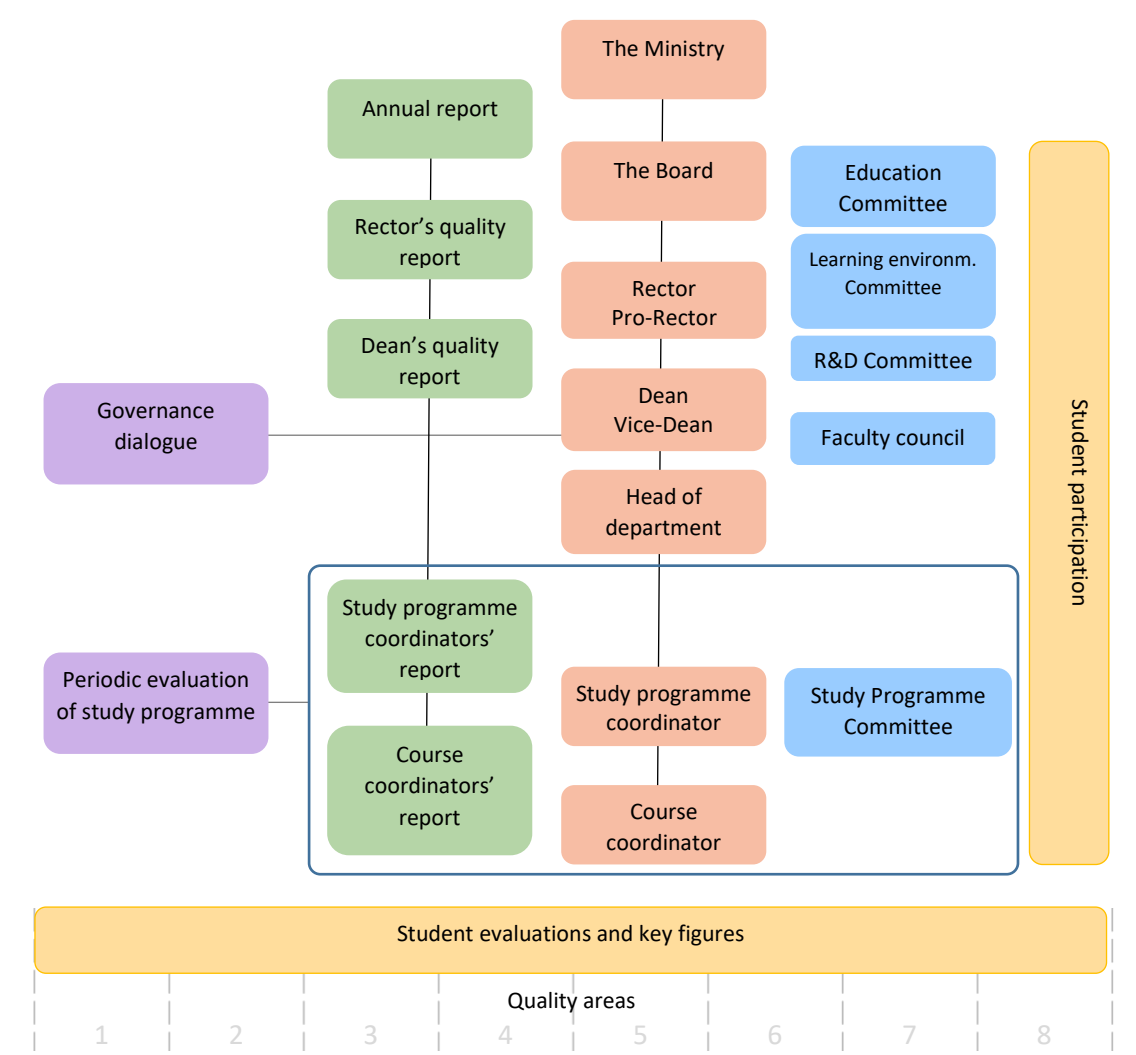


## 2 Quality System for Education

The figure below shows the structure of the Quality System at INN University. *The management structure* (red) runs from the course coordinator to the programme coordinator and further to the head of department, on to the dean and up to the rector and the Board. *The reporting chain* is marked in green. Periodic study programme evaluations and management dialogue (purple, see also chapter 2.7 below) are managerial schemes for dialogue and supervision of the faculties and study programmes, respectively. *Student contributions* constitute a foundation of the system. This is facilitated through various evaluations, as well as student representation in the various committees (yellow, see also chapters 2.1 and 2.2 below). The committees, commissions, and councils (blue, see also chapter 2.4 below) are composed of managers, and representatives of employees and students. The mandates clarify the composition, role, and function within the system of the individual committees.

The part of the system that includes the study programmes is marked with a frame within the diagram. This illustrates that the *study programme-related quality work* (see chapter 2.3 below), which takes place at the programme level, is an important starting point for the work revolving quality of education. At the same time, the lines in the figure show that the study programme-related quality work is the basis for consistency and all-encompassing reach of the quality work, thus ensuring continuous improvement.

Figure 2 Overall quality system for INN University [all committees, commissions, and councils are not included in this figure (see figure 3)]. The study programme-related quality work at the PhD programmes has other denominations)



An important component that is not clarified in Figure 2 is administration and support services (see chapter 2.8). These services play an important role in the system by supporting and operating the various schemes.

External partners in society and working life have an important role in our educational programmes. Different study programmes and subject areas have different variants of relationships with these external partners. These may include practical experiential learning, company visits, partner agreements, master's theses, and guest lectures. External partners have a role in evaluating the study programmes through the periodic study programme evaluations, and through representation in formal bodies (Council for collaboration with working life and the Faculty Council, see chapter 2.4 below).

## 2.1 Student evaluations and key figures

Student evaluations of different types and a set of key figures are the basis for a large part of the quality work. These are both subjective and objective data: we receive subjective data by gathering

students' perceptions and views on different aspects of the academic activity. Objective data is obtained using numerical data – so-called key figures – for the sector as a whole, and for INN University in particular. All in all, the various student evaluations and available figures are used to provide necessary information about the eight quality areas as applied to INN University.

## **Evaluation schemes**

Various evaluations form a central part of INN University's quality work. Several evaluation schemes provide up-to-date information on various parts of the operation. The information is returned to those responsible for the study programmes, and on to the students. The information is used to ensure and further develop the quality of the study programmes.

### **Evaluations at the study programme level**

- **Course evaluation**

Evaluation shall be conducted for all courses. The study programme committee shall decide on the type of course evaluation that will be used each year at its first meeting in the fall. There is a collection of suggestions on different methods for conducting course evaluation. The size, duration, teaching methods, etc. of the courses will determine whether it is appropriate to carry out mid-term evaluation and/or final evaluation, and which form the evaluation should take. The course coordinator is responsible for the evaluation being carried out. The course evaluation should be summarized in a document to be made available to the students through the institutional learning platform.

- **Periodic evaluation of study programme**

See chapter 2.7 Dialogue and oversight below.

### **Other evaluations and surveys**

- **Programme start survey**

A survey of all new students (not PhD candidates) regarding study programme information, recruitment, the application process, communication with INN University, start-up phase and expectations for the period of studies. Conducted by INN University in September each year.

- **Studiebarometeret**

National annual survey for all 2nd and 5th year students. It is conducted by NOKUT in October each year, followed up by INN University, the faculties, and the study programmes in February.

- **Teacher survey**

A national survey conducted with a few years' intervals for all teachers and researchers. Conducted by NOKUT and followed up by INN University, the faculties, and the various departments.

- **Graduate survey**

Surveys for graduated candidates. NIFU carries out these surveys, and INN University carries out its own.

### **Evaluations of special areas and activities**

- **Evaluations related to practical experiential learning, stay abroad, etc.**

INN University has special evaluation schemes for parts of the study programme, such as practical experiential learning and international exchange. INN University has many study programmes featuring practical experiential learning, regulated both through national

frameworks and other types of designated schemes, as well as through curricula developed at INN University.

- **Internal or external delimited evaluations**

Individual measures that can be implemented at INN University's initiative based on circumstances that come to light and require follow-up. There are also limited evaluations for quality development, such as professional evaluation of academic environments related to study programmes.

We also use other schemes from NOKUT in our local quality work, such as:

- **National examinations**
- **Evaluations of selected academic areas**

## **Key figures**

In addition to data from the various evaluations, a set of fixed key figures is used as indicators of status in the various quality areas. Key figures are also used as the basis for study programme evaluations and other dialogue-based evaluations, and for discussions in the Education Committee, the Learning Environment Committee, and the Research Committee. Many of the key figures are taken from DBH (Database for Statistics on Higher Education) and updated each fall and spring following INN University's report. In addition, figures are obtained from Studiebarometeret, INN University's programme start survey and other sources. Most of these key figures are available in the report "Study Programme Managers", which is part of UNIT's data warehouse STAR. Reports from the programme start survey and other relevant surveys are available on INN University's website.

## **2.2 Student participation**

All students and PhD candidates are expected to participate actively in the work of making study programmes and the learning environment the best possible for themselves and their fellow students. Participation in evaluations throughout the year is one way to do this; support for the student participation schemes is another.

### **The student organisation**

The student organisation represents the students before INN University and organises the various parts of the structured student participation at the institution. This applies to the student representatives at the study programs' classes and INN University Board. INN University facilitates these activities and arranges e.g., student representative training.

### **The student welfare organisation**

The student welfare organisation works to provide all students with a good welfare offering that contributes to a holistic learning environment.

## **2.3 The study programme-related quality work**

The study programmes in higher education are divided into three cycles. The first cycle is the bachelor's programme, the second cycle is the master's programme, and research training (doctorate education) constitutes the third cycle.

### **Quality work on the study programmes**

The study programmes are central to the quality work. The study programmes' quality work includes the study programme committees with regular meetings, course evaluations, the course coordinators' report, and the study programme coordinators' report as its main elements.

These schemes constitute a standard model that must be followed in the quality work for each study programme. The model is essentially the same for all study programmes, but in some programmes, adaptations are necessary to achieve the purpose of the quality work. This applies, for example, to study programmes consisting of practical experiential learning. Mandates and templates for all schemes can be found on the quality system's website.

### **Research education – PhD programme**

INN University's Quality System shall also ensure and develop the quality of the institution's research education. As in the first and second cycles, quality work takes place through evaluations, annual reports, assessments and development measures at the study programme, faculty, and departmental levels. The quality work is coordinated in a PhD Committee (corresponding to the Study Programme Committee). Since research students, to some extent, follow more individual study courses, some elements have been developed that are specific to quality assurance and development of the PhD programmes. These additional elements are listed in the Regulations for the PhD Degree at Inland Norway University of Applied Sciences based on Universities Norway's national recommended guidelines for research education.

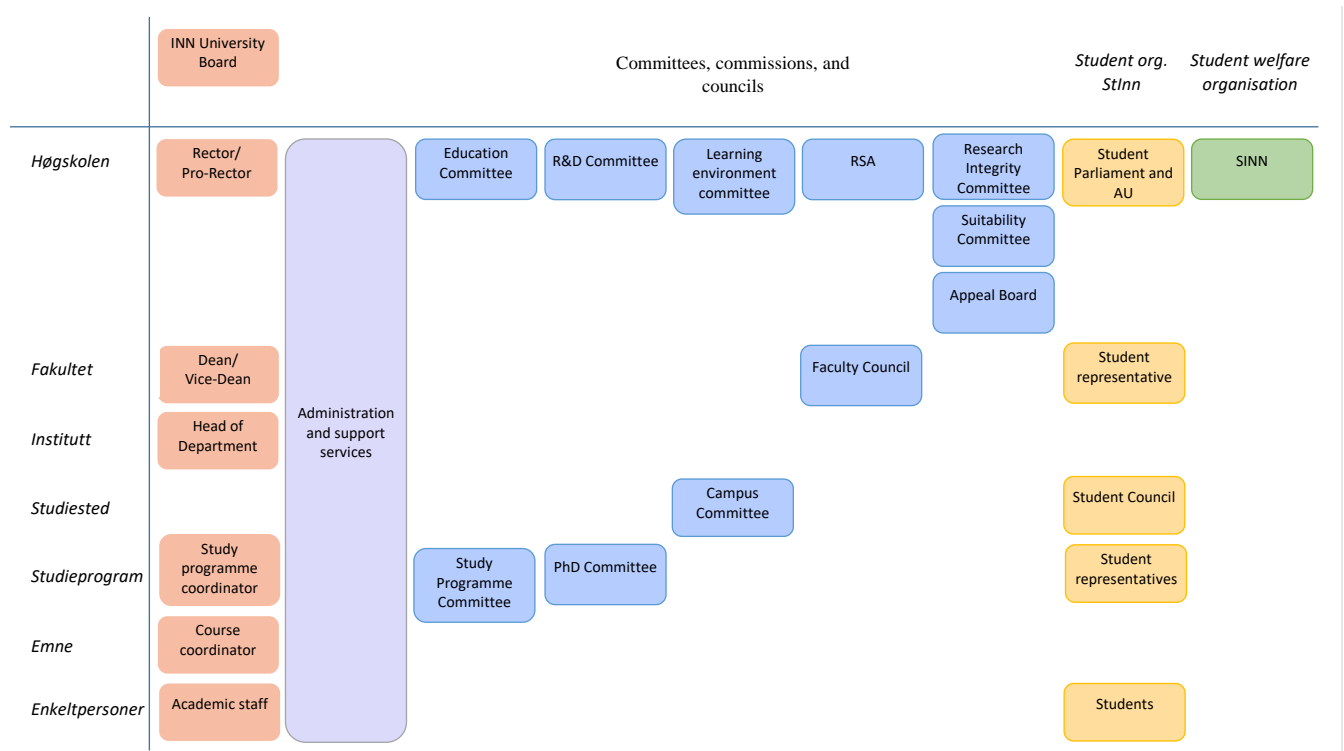
INN University's PhD Handbook, which is a collection of common guidelines for the PhD programmes, provides PhD candidates, supervisors, and others involved in research education, a detailed description of how the different requirements of the PhD Regulations for PhD education and the PhD candidates themselves are integrated into INN University's quality work, from recruitment and admission to completion and public defence of theses.

Unlike the first and second cycles, where the Education Committee has key tasks, the R&D Committee is the central body at INN University that receives and processes the annual academic quality reports from the PhD programmes' management. The committee shall contribute to the implementation of cooperation, coordination and holistic approach across faculties and campuses.

## **2.4 Committees, commissions, and councils**

The various committees have an important function in the work for quality in education. The committees have different functions within this work.

Figure 1 Actors in the quality work



## Study Programme Committee

The Study Programme Committee is an advisory body for the study programme coordinator. The committee is a driving force for further development of the quality of the study programme. The Study Programme Committee reviews evaluations by identifying and systematising results and proposing measures. The committee is chaired by the study programme coordinator, usually meets twice a semester, and consists of:

- The study programme coordinator
- Course coordinators affiliated with the programme
- Student representatives from all years

The Study Programme Committees address the following issues:

- Planning and follow-up of student evaluations of the study programme and courses
- Follow-up of major key evaluations at the study programme level
- Auditing and development of new courses and curricula
- Teaching and supervision methods in the study programme
- Social environment and social offerings in the study programme
- The annual report by the programme coordinator to the faculty management
- Other issues that students and/or others consider important for the academic quality work.

Minutes of the meetings are approved by the representatives – both student representatives and employees. The programme coordinator is responsible for making the minutes available to the students and archived.

## **Education Committee**

The Education Committee is chaired by the pro-rector for education and is composed of the vice-deans for education (or parties entrusted by the deans) at all faculties, and two student representatives appointed by the student organisation.

The Education Committee is a strategic, coordinating, and advisory body for INN University's educational activities.

This is the central committee for management and development of the Quality System in particular – and quality of education in general – at institutional level. The committee approves INN University's curricula and establishes study programmes upon delegation. The committee processes proposals for study portfolio; it shall take special care in assessing the relevance and adequacy of study programmes for use in working and social life. The committee shall provide input for INN University's quality report and other relevant documents and processes. The committee promotes educational quality in general and initiates institutional pedagogical development work.

## **PhD Committee**

Each doctoral programme has its PhD committee with a similar function and composition as the study programme committee has for other study programs. The PhD committee is chaired by the head of the PhD programme and consists of representatives from academic staff, PhD candidates and the pro-rector for research at the faculty (or a party appointed by the dean).

The PhD Committee at the faculty shall be an advisory body for the dean in academic decisions in general and for the content of the PhD programmes in particular. The committee is responsible for ensuring that the taught/training portion of the PhD programmes together with the thesis work constitute an education at a high academic level and follow international standards.

The committee has decision-making authority in accordance with the Regulations for the Doctor of Philosophy (PhD) Degree at Inland Norway University of Applied Sciences. The committee functions as an advisory body for the deans in the institutional accreditation work.

## **R&D Committee**

The R&D Committee is composed of the R&D vice-deans (or parties entrusted by them) from all faculties, PhD management from all doctoral programmes and student representatives. The committee is chaired by the pro-rector for research. The R&D Committee is a strategic, coordinating, and advisory body for INN University's research activities, the artistic and academic development work, and the PhD Programmes. The committee has the special task of ensuring the quality of the PhD programmes. This is achieved partly through the fact that the R&D Committee is responsible for managing overall regulations, common guidelines, and procedures for the PhD programmes, and for processing the annual reports from the faculties' PhD management. The R&D Committee shall promote measures that ensure the quality of the PhD programmes and submit annual reports to the Board on the activities of the previous year and recommend measures for implementation.

## **Campus Committee**

Each campus has its own Campus Committee. The campus committees work according to the same mandate as the Learning Environment Committee and function as the local connection for the campus for the work with the learning environment. The cases of the campus committees are referred to the Learning Environment Committee and vice versa.

## **Learning Environment Committee**

The committee is an advisory and coordinating body for facilitating and ensuring the students at INN University a sound and inspiring learning environment. This applies in particular in the areas of teaching conditions, psychosocial conditions with relevance to the learning environment, physical conditions and welfare and student social conditions. The Learning Environment Committee is composed of 14 permanent members, of which seven are student representatives and seven are employee representatives. The Inland Student Welfare Organisation attends and reserves the right to speak in all meetings. The Learning Environment Committee has statutory tasks. These are set out in § 4-3, third paragraph of the Universities and University Colleges Act.

## **Faculty council**

*The faculty councils* are central forums for discussing major issues and perspectives for the individual faculty. It is an advisory body that deals with matters related to the faculties' strategy and academic activities. The council has representation from the faculty's management (dean) and academic environment, student representatives, as well as external representatives from working life, society, and business.

## **Council for collaboration with working life (RSA in Norwegian)**

RSA shall contribute to INN University's significance for society and working life being further developed and more visible. The council has broad representation from the rectorate, two student representatives and key actors from public and private working life.

The work of the council shall strengthen and structure INN University's collaboration with working life, ensure that research activity and study portfolio are developed in line with society's needs, and that this is based on a relevant and up-to-date knowledge base.

## **Appeal Board**

The Appeal Board has been established in accordance with § 5-1 of the Universities and University Colleges Act and deals with appeals on individual decisions made by INN University. INN University Board has further delegated to the Appeal Board the responsibility to make decisions pursuant to §§ 3-7 (8), 4-7 - 4-10 of the Act, to make decisions in other appeals concerning students, [cf. §§ 5-1 (1) and 5-2 (5) of the Act], as well as to make decisions in accordance with § 12 of the Regulations on suitability assessment in higher education.

## **Suitability Committee**

The committee is responsible for special suitability assessment of students in educational programmes where this is required. Eligibility assessment is governed by the *Regulations on suitability assessment in higher education*.

## **Research Integrity Committee**

The University of South-Eastern Norway and INN University have a joint Research Integrity Committee. The committee shall deal with cases related to unethical scientific practice and research fraud at the two institutions.

The Research Integrity Committee shall consider and comment on reported cases that address possible serious violations of recognized research ethical norms where employees at the institutions are involved.



## **2.5 Management structure**

### **Course coordinator**

Course coordinators are responsible for the implementation of the course, the quality of the course, tasks related to course evaluation, the course coordinators' report, and participation in study programme committees.

Everyone who teaches and supervises is responsible for contributing to the students receiving good teaching and good study opportunities (academic staff, see also figure 3). The teachers actively use their research-based academic and pedagogical competence to constantly develop the teaching and involve the students in active academic work aimed at the relevant learning outcomes.

### **Study programme coordinator**

Study programme coordinators have overall responsibility for the quality and quality work of each individual study programme. The study programme coordinator chairs the Study Programme Committee, and thus leads the work with the development of curricula, follows up on evaluations of the programme and writes the study programme coordinator's report.

### **Head of department**

The heads of departments have personnel responsibilities for academic staff associated with the department, appoint them, and conduct employee conversations. Most department heads are responsible for study programmes that are under their department. They are thus responsible for ensuring and developing good quality in the study programmes offered by the department, are responsible for following up reports from the study programme coordinator and for giving feedback on work performance in teaching.

### **Dean**

The faculties are responsible for the study programmes. This includes analysis and proposals for the development of quality in the educational programmes, development of the study portfolio, development of curricula, staffing of the academic environments with the right competence, implementation of the study programmes, the learning environment and interaction with the outside environment. The faculty's responsibility for this lies with the dean. Most faculties have a vice-dean for education who has special responsibility for the faculty's work with educational quality and development of the study portfolio. Similarly, most faculties have a vice dean-for research with research academic responsibility.

### **Rector**

The rector has the overall responsibility for ensuring and developing the quality of education at INN University and is responsible for ensuring that INN University has a satisfactory quality system. The rector shall take the initiative to address current issues and proposals for quality improvements and present INN University's quality report to INN University Board. The rector presents matters to the Board that include the development of INN University's study portfolio. The pro-rector for education leads the institution's systematic quality work.

### **INN University Board**

INN University Board has the overall responsibility for the quality of education in the institution. This means that it adopts the overall guidelines, processes relevant cases, and monitors status information. Every year, INN University Board receives a quality report from the rector. INN University Board adopts INN University's study portfolio.

## 2.6 Reporting chain

Reporting addresses the need for documentation in the system. The reports are also used for contributing to quality development. This is done through reports on one level forming the basis for identifying challenges and possible measures for the level above. In this way, reporting is an important factor in the improvement loops. INN University's chain of reporting goes from the course level to INN University Board. At the same time, feedback loops function so that the information in the reports can be used on multiple levels and ensure continuous improvement. The "annual wheel" is adapted to the work on INN University's annual report to the Ministry of Education and Research.

- **Course coordinator report to study programme coordinator**  
The course coordinator provides a report to the study programme coordinator following each course. The report follows a template for content and format and is distributed according to a defined scheme.
- **Study programme coordinator report to head of department**  
The study programme coordinator provides a report to the head of department in the fall. The report follows a template for content and format and is based on the course coordinator's reports and various evaluations. Together with the report, the study programme coordinator provides an assessment of the compliance of the study programmes with the requirements of the Supervision Regulations, following the stipulated template. The report and assessment are to be submitted to the study programme committee. The minutes of the discussion of the report in the committee meeting must be submitted to the dean/vice-dean with the report.
- **Head of department report to dean**  
The head of department collects content from the study programme coordinator's reports and sends them to the dean. At some faculties, the study programme coordinator's reports may be submitted directly to the dean, depending on the academic organisation at the faculty.
- **Dean** reports to the rector each fall about the work on education quality in the faculty. The report is based on the reports of heads of departments / study programme coordinators, and various evaluations. The Education Committee and the Learning Environment Committee also receive these reports and shall use them in their reports to the rector.
- **Rector** Submits INN University's Quality Report on Education to the Board in February.  
  
INN University's management Uses the quality report as the basis for INN University's annual report to the Ministry of Education and Research in March. Information from the quality report is a basis for decision making in regard to next year's plans for the areas of education. The quality report is also important for INN University's management dialogue with the faculties each spring.
- **The Board** receives and processes the quality report for education.

## 2.7 Dialogue and oversight

### Management dialogue

INN University management conducts a management dialogue with the faculties each spring on important strategic issues, related to the institutional social mission and strategy, and the faculties' profile and distinctive character. The management dialogue revolves around research and development work as well as artistic development work, in addition to education, dissemination and

innovation. The discussion is framed by challenges and opportunities, INN University's development agreement with the Ministry of Education and research, and other expectations from The Ministry set to us in its annual letter of allocation.

The work for educational quality is a natural part of this. The management dialogue takes place after the Board's approval of the Quality Report for Education, and the discussion will be based on this in order to gain experience, clarify recommendations and expectations, and, if necessary, set requirements.

### **Periodic study programme evaluation**

Periodic study programme evaluations are a tool for managing the study portfolio. The evaluations shall ensure that INN University's study programmes are in accordance with applicable regulations and with INN University's strategy.

Periodic study programme evaluation is a systematic review and discussion of various aspects of each individual study programme. In particular, the purpose is to assess whether the study programme is adapted to current and future needs for competence in society and working life. The purpose is to identify challenges and design measures that would develop the quality of the individual study programme.

INN University management asks the faculties to prepare a plan for carrying out periodic evaluations of the faculty's study portfolio. External representatives from working or social life, students and external experts who are relevant to the study programme shall contribute to the evaluations. Periodic evaluations take place at intervals of a maximum of six years.

Between these evaluations, INN University management can also carry out other reviews of selected study programmes. These reviews can have different starting points, goals, and focus.

## **2.8 Administration and support services**

### **Administrative managers**

Administrative managers are responsible for ensuring that their support functions for INN University's core activity are carried out in an agreed upon and optimal manner.

### **The study administration**

The study administration is responsible for assisting students and teachers in all phases of the course of studies and is organised so that this responsibility can be covered at both institutional, faculty and campus level.

### **Marketing, IT services, HR, and other units.**

In the quality work, communication and marketing have a special responsibility in the recruitment work, with the design of marketing materials, and in the implementation of the marketing campaign every year. The IT services contribute with vital technology at all levels of the educational work. The HR department contributes, in particular, in the processes of recruitment and appointment of employees, promotion and merit of professional staff and maintenance of satisfactory working conditions. Other units such as property and operations also contribute with basic conditions for a good educational everyday life.

### **Library**

The library has a central role in supporting students and academic environments in terms of source access and information competence and offers an important physical learning environment on the campuses.

### **Section for Higher Education Pedagogy and Quality**

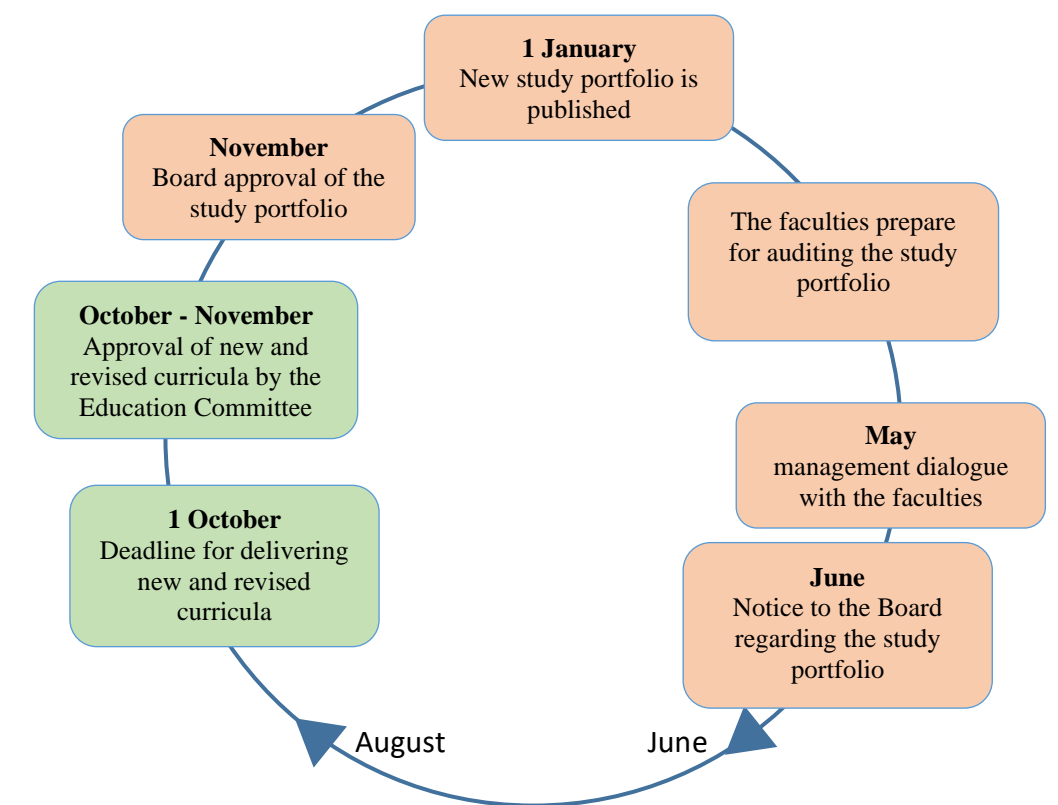
INN University has a special focus on pedagogical development work. Here, the Section for Higher Education Pedagogy and Quality plays a strategically important role. The section actively contributes to competence development and guidance in the teaching environments.

### 3 Development of the study portfolio

INN University’s study portfolio consists of all study programmes at all levels at all six faculties. Development of the study portfolio is based on political signals and overall strategy for the development of INN University’s academic profile. The needs related to education offerings and student recruitment are other important factors in assessing the study portfolio together with other forms of evaluation and surveys.

Requirements in key regulations for quality and supervision govern the work on development, approval, accreditation, and revision of INN University’s study programmes. Procedures for study portfolio development describe this work, and it is elaborated in underlying routines, guides, and templates. There are set procedures for study programmes in which INN University is self-accrediting, and procedures for study programmes that must be accredited by NOKUT. Having said that, all INN University’s study programmes undergo the same processes and are subject to equally high standards of quality. All these quality elements are discussed in detail on the Quality System’s web pages. Work on the development of the study portfolio follows an “annual wheel” with fixed activities:

Figure 2 Annual wheel for the development of the study portfolio



## **4 Deviation management**

Deviation management revolves around all conditions that are discovered, pointed out or in other ways become known and that deviate from what has been determined, planned, or desired. Such matters must be treated and followed up in a safe and appropriate manner, and INN University has schemes that ensure this. Such matters can be made known through evaluations, reports, regular meeting forums or by people or managers being made aware of them by direct contact. At all these points, appointed people will ensure that the case is taken further and resolved.

As an extra safety measure, we offer students and staff an opportunity to report undesirable circumstances, submit suggestions for improvement or report conditions they believe are not suitable in other ways. This is part of the schemes that are laid down in health, safety, and the environment (HSE) legislation in a comprehensive Speak Up scheme. This is a scheme that can be used when students experience a situation in which inquiries in other and more common channels do not work. The scheme is available on INN University's website.

## **5 System audit**

INN University's Quality System for Education is reviewed annually to identify and implement measures in areas requiring follow-up. This is part of the mandate of the Education Committee and is done in one of the spring semester meetings of the committee, after the quality report and the annual report have been presented. The structure of the system description is used as the basis for the review.

# Appendices

## The quality system online

Figure 5 Front page of the Quality System at the web address inn.no/kvalitet on the old version of the official institutional website inn.no

**INN** Høgskolen i Innlandet

Søk Menu

Language: [NOR](#) | [ENG](#)

[Student / Utenningssaker / Kvalitetsarbeid i utdanningen](#)

[Kvalitetsområder](#) → [Kvalitetssystemet](#) →

[Utvikling av studieporteføljen](#) → [Snarveier](#) →

### Kvalitetsarbeid i utdanning

Kvalitetsarbeid på en bedre studietidag (Foto: Colourbox)

Ved Høgskolen i Innlandet arbeider vi systematisk med kvaliteten i utdanningen. Vi har åtte ambisjoner for arbeidet. De finner du i linken til "Kvalitetsområdene" over.

Arbeidet er organisert med tydelige roller og funksjoner. Det har vi skrevet mer om i "Kvalitetssystemets innhold". Vilen ditt finner du også overfor.

Hvis du vet hva du leder etter anbefaler vi "Snarveier" blant lenkene over.

Vi har også lagt inn en grønn boks. Den følger deg gjennom våre sider og gir deg sentrale lenker til dokumenter og ressurser.

- [Om kvalitetssystemet](#)
- [Kvalitetsrapport 2019](#) 1,08 MB
  - [Vedlegg til Kvalitetsrapport 2019](#) 1,08 MB
- [Dokumentasjon, rapporter og dataoppsett](#)
- [Kvalitetssystemet på engelsk](#)

Nedenfor finner du lenken til vår [SI](#) fra ordning. Det er viktig for oss at studenter og ansatte har en mulighet til å si ifra om uheldige forhold ved utdanningen. Gjennom [SI](#) fra ordningen kan du sende inn forbedringsforslag eller melde fra om forhold du mener ikke kommer fram på andre måter. Dette inngår sammen med ordninger som er pålagt i HMS-lovgivningen i en samlet [SI fra ordning](#).

Bruk denne ordningen hvis du opplever at henvendelser i andre ordnere kanaler ikke fungerer.

[SI fra](#)

### Aktuelt

**Oppdatert systembeskrivelse**  
Rektor har godkjent ny kvalitetssystembeskrivelse for utdanning for 2020. Internasjonalisering er nå inne som eget kvalitetsområde.

**Stigende studenttilfredshet**  
Studentene ved Høgskolen i Innlandet er overveldende fornøyde med studieprogrammet de går på. Det viser resultatene fra Studiebarome...

**Universellprisen 2019 til HINN-ansatt**  
Randi Ståabeth Hagen ved Høgskolen i Innlandet har fått tildelt Universells tilgjengelighetspris for høyere utdanning for 2019.

**Fullt tilitt til kvalitetsarbeidet**  
I går kom gladmeldingen fra NOU-utvalget ved Høgskolen i Innlandet: Kvalitetssystem tilfredsstiller alle krav!

[Flere nyheter](#)

## Version list

| Case number <sup>1</sup> | Date <sup>2</sup> | Case in P360 <sup>3</sup>   | File name in P360 <sup>4</sup>                       | Approved by          | Applicable for <sup>5</sup> |
|--------------------------|-------------------|---|--|----------------------|-----------------------------|
| 17/05521-10              | 12.06.18          | Kvalitetssystem for utdanning 2018 - HINN                         | Kvalitetssystembeskrivelse 25.mai 2018               | INN University Board | 2018-19                     |
| 17/05521-17              | 04.07.18          | Kvalitetssystem for utdanning 2018 - HINN                         | Kvalitetssystembeskrivelse 040718                    | Rector               | 2018-19                     |
| 17/05521-19              | 17.08.18          | Kvalitetssystem for utdanning 2018 - HINN                         | Kvalitetssystembeskrivelse godkjent 17.8.2018        | Rector               | 2018-19                     |
| 19/02486-5               | 09.12.19          | Kvalitetssystem for utdanning 2020 - HINN - Høgskolen i Innlandet | Kvalitetssystembeskrivelse - revidert versjon 190921 | INN University Board | 2020                        |
| 19/02486-7               | 25.03.20          | Kvalitetssystem for utdanning 2020 - HINN - Høgskolen i Innlandet | Kvalitetssystembeskrivelse 250320                    | Rector               | 2020                        |
| 20/06398-3               | 15.12.20          | Kvalitetssystem for utdanning 2021 - HINN - Høgskolen i Innlandet | Kvalitetssystembeskrivelse 151220                    | INN University Board | 2021                        |

<sup>1</sup> Case number given in P360, with correct document statement

<sup>2</sup> Date of the version's approval

<sup>3</sup> Case name for processing in P360

<sup>4</sup> The file name specified in P360 with the date of approval in the file name

<sup>5</sup> Reporting year to which the system applies.