

# KUNGL. KONSTHÖGSKOLAN ROYAL INSTITUTE OF ART



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## Guidelines for Quality Assurance in Education and Research at the Royal Institute of Art

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Responsible unit	Pro Vice-Chancellor/Education and Research Unit

## Content

1. Introduction
2. The purpose and function of the guidelines
3. The cyclical quality assurance process
4. Organisation and allocation of responsibilities
5. Quality review
6. Quality assurance processes

### 1. Introduction

The Royal Institute of Art's systematic quality assurance work forms the basis for the development of our activities; it is carried out at all levels and involves all staff and students. Our quality assurance system can be described as an ongoing dialogue between teachers, students, management, administration and external stakeholders regarding the content, design, delivery and quality of our education and research.

- Quality work encompasses both quality assurance and quality improvement.
- By quality assurance system, we mean the framework within which quality work is carried out.

Equality, inclusion, sustainability, internationalisation and collaboration are key aspects that are taken into account to ensure the high quality of our education and research.

Quality assurance work is carried out in a cyclical, targeted and resource-efficient manner. All of the university's processes are characterised by transparency and equality.

The guidelines for quality assurance in education and research at the Royal Institute of Art, together with our other governing documents, ensure both artistic and academic integrity and freedom within our education and research, and that any irregularities in our operations are brought to light.

### 2. The purpose and function of the guidelines

The guidelines for quality assurance in education and research at the Royal Institute of Art describe the processes involved in the planning, implementation, evaluation and adjustment of the university's activities, in which staff and students are involved.

The guidelines also clarify the roles and division of responsibilities that apply to the university's quality assurance work. The role of the management is central to quality assurance work and to maintaining a vibrant quality culture.

The quality assurance system helps the Royal Institute of Art to systematically identify strengths and areas for improvement in our operations. It also takes into account the expectations of students and other stakeholders regarding education at undergraduate and advanced levels, doctorate level<sup>1</sup> and research.

The quality assurance system underpins efforts to combat all forms of intolerance or discrimination, and supports the development of the university's activities in line with its vision and strategy, as well as with other policy documents and external regulations applicable to Swedish higher education institutions.<sup>2</sup> The guidelines, together with the external regulations, ensure systematic, transparent and

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<sup>1</sup> If doctoral education is provided in collaboration with a host institution, the latter is responsible for the formal aspects of the programme, whilst the Royal Institute of Art is responsible for the employment of the doctoral student.

<sup>2</sup> In accordance with the Higher Education Act (SFS 2013:119), the activities of higher education institutions must be organised in such a way as to ensure high quality in education and research. Available resources must be utilised effectively to maintain high quality operations. Quality assurance is a joint responsibility of higher education institutions' staff and students (Higher Education Act, Chapter 1, Section 4). Students shall have the right to influence the education provided by higher education institutions. Higher education institutions shall encourage students to play an active role in the work of further developing their education. The European

documented follow-ups so that the organisation's activities are continuously developed and maintain a high standard of quality.

### 3. The cyclical quality assurance process

To achieve the objectives set out in the Royal Institute of Art's vision, cyclical reviews are carried out at both an overarching and operational level to plan, implement, evaluate and adjust activities.

Reviews take place regularly at agreed intervals, such as termly course evaluations, annual quality reviews, study environment surveys and work environment surveys every two years, as well as programme evaluations every six years.

<p><u>1. Plan</u>  Vision  Strategy  Budget proposal  Competence management plan  Activity plans  Planning of education  Course and programme syllabuses  Planning of research  Business planning  Performance review  Market research  Review of policy documents  Ensuring a healthy working environment</p>	<p><u>2. Implement</u>  Student admission  Education  Research  Department Board work  Work in councils and working groups  Course documentation  Student support  Document management  Recruitment  Competence development  Processing of external funding  Communication internal/external  Health and safety inspections</p>
<p><u>3. Evaluate</u>  Annual report  Reflection on decision-making and advisory bodies and in other forums within the university  Examination  Course evaluations  Programme evaluations Alumni surveys  Quality review  Activity reports  Study environment survey  Work environment survey  Self-initiated external audit  Gathering of information  Audits by the Swedish Higher Education Authority  Other external audits and reports</p>	<p><u>4. Adjust</u>  Adjustments in line with proposals drawn up during the evaluation phase for the next planning phase (i.e. the restart of the cycle).   For example:  Revision of syllabuses  Establishment of a course, discontinuation of a course  Revision of educational programmes  Revision of policy documents and working methods  Identify skills development needs  Follow-up measures following study environment and work environment surveys and safety inspections  Annual reviews and adjustments to the admissions process.</p>

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Association for Quality Assurance in Higher Education (ENQA) has produced guidance on quality assurance in higher education institutions: Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). The ESG is based on the following four principles for quality assurance in the European Higher Education Area, which also form the basis of our quality assurance system:

- Higher education institutions have primary responsibility for the quality and quality assurance of their educational programmes.
- Quality assurance responds to the diversity of higher education systems, higher education institutions, programmes and students.
- Quality assurance supports the development of a culture of quality.
- Quality assurance takes into account the needs and expectations of students, all other stakeholders and society

#### 4. Organisation and allocation of responsibilities

The University College Board is the highest decision-making body at the Royal Institute of Art and is kept informed of the results of the quality assurance system through annual summaries of the information and statistics collected.

The Vice-Chancellor leads the university's operations under the University College Board in accordance with the Rules of Procedure and decides on a university-wide quality system. Responsibility is delegated in accordance with the University's Delegation and Decision-Making Regulations and the Vice-Chancellor's delegation of authority to individual officers.

Decisions regarding planning, evaluation and adjustment are taken by the bodies governed by the Rules of Procedure and/or the Delegation and Decision-Making Regulations. The Department Board is responsible for the quality of education and research within its department. Students and any doctoral students participate in quality assurance work, in dialogue with teachers and other staff, through representation on councils, boards and other decision-making bodies, and by participating in and responding to course evaluations and other assessments.

The administration supports the processes of the quality assurance system and, in consultation with management and the academic staff, develops the governing documents that form part of the quality assurance system.

#### 5. Quality review

Quality reviews are held annually between the Vice-Chancellor, the Head of Administration and the Head of Department. The purpose of these reviews is to discuss quality issues relating to education and research, and to enable the Vice-Chancellor to monitor quality assurance work and operational planning within the department and the administration. Quality reviews are planned and led by the Pro-Vice-Chancellor responsible for the quality assurance system, with support from the Education and Research Unit. The results of the quality meetings are documented and used as a basis for other planning and follow-up processes.

#### 6. Quality assurance processes

The activities of the Royal Institute of Art can be divided into seven cyclical and quality-assuring processes.

1. Establish, monitor and discontinue programmes or courses
2. Admit students
3. Deliver teaching and examine students
4. Conduct research
5. Skills provision
6. Professional development for university staff
7. Manage information

##### 1. Establish, monitor and discontinue programmes or courses

The development of the Royal Institute of Art's courses and programmes is based on its vision and strategy. The Vice-Chancellor decides on the establishment and discontinuation of courses and programmes. The department board decide on the evaluation of courses and programmes.

We continuously monitor the quality of our courses and programmes through, among other things, course evaluations and programme evaluations. Student feedback is vital for improving the quality of our programmes and courses. There are clear procedures in place for students to submit suggestions for improvement and express criticism. In our programme evaluations, alumni surveys and surveys on the study and working environments, which are conducted every two years, play a key role.

External reviews initiated by the university are carried out as and when necessary, based on the findings of the quality assurance system, but at least every six years for the five-year programme/Master's programme in Fine Art. A programme or course that does not meet high quality standards may, in the first instance, be revised and, in the second instance, discontinued.

## 2. Admit students

The Royal Institute of Art has clear and transparent student admission procedures, which are set out in the Admissions Regulations. External experts are involved in the admissions process for degree programmes. The admissions process is reviewed annually.

## 3. Deliver teaching and examine students

The Royal Institute of Art has governing documents that apply to the entire duration of a student's studies, from admission to the awarding of a degree certificate. The Royal Institute of Art has long been committed to student-centred learning. Student-centred learning and teaching require careful consideration of how programmes are designed, developed and delivered, and how the achievement of learning outcomes is assessed. This is regulated in course and programme syllabuses.

Alumni surveys, learning environment surveys and workplace environment surveys play an important role in our programme evaluations. We also monitor the quality of our education through external evaluations, some of which are initiated by other authorities, such as the Swedish Higher Education Authority, and others which we initiate ourselves.

## 4. Conduct research

A key part of the research carried out at the Royal Institute of Art takes place within the research time allocated to professors and senior lecturers. Research carried out as part of their duties ensures that our teaching staff are given the opportunity to conduct and develop research, and that this benefits teaching at all levels.

All researchers actively share the content of their research both internally and externally through exhibitions and other forms of publication, seminars, and the registration of research outputs in DiVA. They are informed about requirements relating to, for example, open research and good research practice. Quality reviews take place in conjunction with annual staff appraisals and are reported by the Head of Department to the Vice-Chancellor during the Quality Review.

Quality assurance takes place in relation to the initiation and preparation of applications for external research funding. During the course of research projects, quality assurance processes are carried out in relation to recruitment and reporting to the funding body.

During periods when the Royal Institute of Art employs doctoral students to undertake doctoral education conducted by an external host institution with degree-awarding powers, the university prepares the various components of the doctoral programme, such as individual study plans, supervision, progression seminars and the public defence.

## 5. Skills provision

We take a long-term, strategic approach to skills provision to ensure the quality of our teaching and research. Recruitment is carried out in line with our vision and strategy.

## 6. Professional development for university staff

The skills of all staff members are essential to maintaining high standards in teaching and research. Staff members have a personal responsibility to seek out information and keep themselves up to date within their area of responsibility, and may be offered opportunities for professional development based on the needs of the organisation and its financial circumstances. All teaching staff's professional development time is governed by the local working hours agreement.

## 7. Handle information

We work systematically to collect, analyse and archive relevant information to ensure the effective planning and delivery of education, research and other activities. We have clear procedures for publishing and sharing policy documents, annual reports and monitoring documents, as well as up-to-date information on our website and intranet