

Plan for Quality Management 2007-2010

THE UNIVERSITY OF GOTHENBURG

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PREFACE

This plan for quality management at the University of Gothenburg replaces the quality system approved in 2001. The proposal for the quality plan was circulated for consideration during the spring of 2007, and it was thereafter developed by the Quality Council. The decision concerning the new plan was made by the University Board in October 2007.

In the plan, significant principles for quality management are described, as are a number of specific activities for the time period it covers. The fundamental rationale is that quality management should make the University even more successful, and that a thriving quality culture is decisive for the future of the University. Issues of quality are, therefore, not only addressed in this plan, but also in several of our other significant policy documents.

Pam Fredman
Vice-Chancellor

PURPOSE

The purpose of quality management at the University of Gothenburg is to further develop the success of the University's academic work. The success is to be measured in terms of how the university's work and results develop, and how well we maintain our position in relation to other institutes of higher education both nationally and internationally.

Continuous quality work is beneficial to the growth of a quality culture. This type of culture is a determining factor for quality development and, thus, for the future of the University. This is why quality management is a part of our regular activities.

The current quality and development work is to be based on The University of Gothenburg 2010 and The Strategic Plan for the University of Gothenburg 2007-2010.

POINTS OF DEPARTURE

1. Quality management is to involve all branches of academic work and organisational sections at the University. All employees and all sections contribute to the result of the University's work, and the quality of everyone's work achievement is therefore important. Each section is to work systematically to develop the quality of its activities, and the work is to be monitored by the nearest superior section.
2. Quality management is to be implemented as teamwork between management, co-workers and students. The University is an organisation with highly qualified co-workers, and initiatives must, to a large extent, come from within this group. The University's employees, as well as qualified co-workers from other institutions of higher education, are also the ones who must account for critical collegial review and assessment of the quality of the work. Different types of arenas for critical review and mutual development are essential parts of continuous quality management.
3. Students at the University are to be given the opportunity to participate in quality management within the various sections of the University. It is important that this is done in such a way so as to stimulate the students to take advantage of this opportunity. The participation is not to be limited to the submittal of written course evaluations. The

students are also to be given the opportunity, in various forms of dialogue with teachers and management, to discuss quality issues regarding the academic work of the University.

4. By setting up goals for the University's work, and by creating incentives and other prerequisites, the management at university, faculty and department level, respectively, is contributing to the improvement and increasing success of the University. The management is to ensure that follow-ups and evaluations are carried out and that arenas for quality discussion are in use and that they are working well. The management is also to make quality-based priorities concerning the University's academic work. In this way, all management work is part of quality management.
5. Experience from leading research and education environments is to be used in the continuous quality and development work. Research and tested experience concerning successful work are important sources of knowledge for the improvement and increased success of the University of Gothenburg.
6. Clear policy documents that can be followed-up are an essential part of quality management. Policy documents are always to include useful and practical ways for implementation and monitoring.
7. The University's academic work is to be continuously monitored and the results are to be the basis for measures aiming to develop quality, thereby making it more successful. There is always an element of interpretation in the use of indicators as a basis for decisions. Therefore, they must be used in combination with strategic assessments with a greater range than the values of the indicators.
8. Evaluations are always to lead to decisions concerning possible changes. In the event of more extensive evaluations, plans of action are to be set up, implemented and followed-up.
9. Openness creates a good basis for quality development. An open account of the internal quality management provides powerful incentives for people in charge and individual co-workers to ensure that the high quality is maintained. In addition, the openness contributes to the spreading of good examples within and outside of our own University. Sections at

the University of Gothenburg are, therefore, to present documents linked to their quality and development work through their respective home pages.

SPECIFIC ACTIVITIES

during the period 2007-2010

1. The University of Gothenburg's Strategic plan for 2007-2010 constitutes a central point of departure for quality and development work at the University. The plan is a basis for annual faculty dialogues and for the Vice-Chancellor's assignments to the faculties, the university library and the central administration. The assignments are to be the foundation of the operational plans at the departments and faculties. Undergraduate studies, postgraduate studies, research and collaboration considerations are the driving force in the implementation of the strategic plan. The plan is continuously followed-up by the Vice-Chancellor and the Vice-Chancellor's Management Council.
2. The Vice-Chancellor's follow-up of the work carried out in quality management within each faculty is to be implemented through faculty audits with student participation. The result of the faculty audits is to be reported to the faculty in question, the Vice-Chancellor, the Management Council and the University Board (see www.gu.se/kvalitet).
3. In order to account for quality management, the faculties must do the corresponding follow-up of quality management in their departments. During 2007, the Quality Council, in co-operation with the faculties, is to develop a model for department audits which can be used for this purpose. The models for faculty and department audits are continuously developed.
4. During the period, indicators for all areas of activity are to be developed and decisions are to be made concerning their implementation 1) for the continuous monitoring of work, 2) as a basis for improvement work and 3) as a basis for the distribution of resources. Here, principles for the new national models concerning the distribution of resources are to be taken into account.

5. During the period, an important point of departure for the University's quality management will be the criteria for assessment used by the Swedish National Board for Higher Education in its evaluation of quality management. The assessment criteria will be the basis for the development of quality management, and will be used for assessment of quality management in connection with faculty audits. It is the goal of the University to receive the best possible assessment from The Swedish National Board for Higher Education in its evaluation of quality management at the University of Gothenburg in 2009.
6. An important point of departure for the quality work done within the education at undergraduate, advanced and doctoral levels should be the directives and criteria and aspects of education evaluations used by the Swedish National Board for Higher Education. Quantitative goals should be formulated in relation to the Board's list of key ratios within education evaluations (see www.hsv.se/kvalitet/kvalitetssakring).
7. During the period, the current revision of the University's policy documents will be completed and a form for continued efficient policy document work will be established.
8. During this period, the Quality Council, which is common to all the faculties of the University, is to:
 - contribute to the development of new models for quality management
 - co-ordinate quality projects across faculty boundaries
 - arrange seminars on different themes relating to quality management
 - spread good examples and information about local, national and international quality management, and in other respects,
 - stimulate and support faculties and students in the quality management

The Quality Council annually sets up activity plans with concrete measures for its work (www.gu.se/kvalitet).