

Quality management at the Faculty for Culture and Society regarding first, second and third cycle education

Background

Development of a faculty-wide model for integrated quality management in first, second and third cycle education started in 2013/2014 at the Faculty for Culture and Society.

Minor adjustments and adaptations have since then taken place based on continuous development and follow-up/evaluation of the Faculty's work methods and in order to harmonise with the University's strategy, Quality Assurance Framework for First and Second Cycle Education at Malmö University¹ and the University's Quality Assurance Framework for Doctoral Education (third cycle education)².

Starting points

The purpose of the Faculty's approach is to work systematically in order to enhance quality, resource efficiency and fairness in programmes and courses.

Work methods include both quality enhancement and quality assurance, and are based on the principle that quality enhancement and quality assurance should be undertaken as close to the core activity as possible and that the forms of quality enhancement and quality assurance shall be integrated as much as possible into regular teaching, supervision, examination and course development.

The dialogue form is used throughout for follow-up and the sharing of knowledge – both within and between teacher teams and subject groups, in and between boards of supervisors, between teacher teams and departmental management, between boards of supervisors and departmental management and between departmental management and faculty management.

¹ Quality Assurance Framework for First and Second Cycle Education at Malmö University, ref. MAU 2024/606.

² The University's Quality Assurance Framework for Doctoral Education (third cycle education), ref. LED 2022/1.

The Faculty strives to achieve transparent, gender-mainstreamed processes and guidelines. Gender mainstreaming aspects are thus taken into account in all activities and processes described in this document.

First and second cycle education

The Faculty's model for quality enhancement and quality assurance in first and second cycle education supplements the Quality Assurance Framework for First and Second Cycle Education at Malmö University³ inasmuch as it defines more specifically education-based quality processes at the Faculty for Culture and Society. The Faculty's model includes, among other things,

- Integration with the Faculty's operational governance (resource allocation/budget, operational planning and competence/recruitment planning)
- Instructions for the establishment and termination of programmes and courses
- Student introduction
- Student influence (incl. course evaluations, student surveys and representation in various bodies)⁴
- Analysis of key indicators
- Systematic review and quality development of programmes and courses
- Forum for sharing of experiences and joint questions/assignments
- Reference groups with representatives from the labour market
- Quality dialogues for follow-up and sharing of knowledge
- Feedback to students and employees

The Faculty's quality processes cover both single subject courses and programmes. For those single subject courses that have a natural link to a programme, quality processes run in parallel. For other single-subject courses, quality processes are instead organised in course clusters.

Third cycle (doctoral) education

The Faculty's model for quality enhancement and quality assurance in doctoral education supplements the University's Quality Assurance Framework for Doctoral Education (third cycle education)⁵ inasmuch as it defines more specifically education-based quality processes at the Faculty for Culture and Society.

³ Quality Assurance Framework for First and Second Cycle Education at Malmö University, ref. MAU 2024/606.

⁴ Formal, semi-formal and informal student influence in accordance with the University's policy for student influence, ref. LED 1.3-2018/247.

⁵ The University's Quality Assurance Framework for Doctoral Education (third cycle education), ref. LED 2022/1.

The Faculty's model includes, among other things,

- Integration with the Faculty's operational governance (resource allocation/budget, operational planning and competence/recruitment planning)
- Process for announcements and admissions of new doctoral students
- Procedures for the establishment of courses
- Introduction to doctoral studies
- Doctoral student influence⁶
- Regular follow-up on individual study plans
- Collegial reviews of doctoral students' work on their doctoral thesis (planning seminar, half-way seminar, final seminar)
- Instructions for the public defence of a doctoral thesis
- Internationalisation
- Career planning
- Forum for sharing of experiences and joint questions/assignments
- Quality dialogues for follow-up and sharing of knowledge
- Feedback to doctoral students and employees

Delegation of responsibilities and roles

In order to clarify the delegation of responsibility, the description that follows is structured in line with the different functions and forums that are responsible for quality enhancement and quality assurance at departmental and faculty levels. Responsibilities and authority are, however, regulated in the Faculty's delegation of authority rules⁷.

Departmental level

First and second cycle education

In each department there is **a forum that brings together all programme coordinators (course cluster coordinators)**. At K3 this forum is called GUR, at US it is PAR⁸ and at GPS it is known as KPN. The purpose of these forums is, among other things, to:

- facilitate the sharing of experiences and discussions about educational quality, with a focus on teaching, organisation/administration and leadership,

⁶ Formal, semi-formal and informal student influence in accordance with the University's policy for student influence, ref. LED 1.3-2018/247.

⁷ Delegations of authority at the Faculty of Culture and Society, ref. MAU 2024/347.

⁸ At the US department there is also an *Utbildningsråd* which acts as a complement to PAR on certain matters.

- enable programme coordinators (course cluster coordinators) to raise prioritised issues from their respective programmes (course clusters),
- pursue issues of common interest for teacher teams from dialogue meetings, the department's operational plan and/or on behalf of the departmental management (e.g. systematic reviews⁹ of progression, links to research in programmes and courses, constructive alignment, varied and fair forms of examination, internationalisation, labour market perspectives, sustainability-related issues, gender mainstreaming, digitalisation, artificial intelligence and other aspects).

Each forum meets regularly every semester. The Faculty Office is responsible for documentation in the form of meeting minutes, which then serve as the basis for the activities and measures to be undertaken in teacher teams and at programme level. Follow-up takes place at the forum's subsequent meeting.

Quality dialogues are held at least once a year for each study programme (course cluster) between the programme coordinator (course cluster coordinator) and departmental management.

Current issues relating to the programme's (courses') current status and development needs are discussed at these meetings, known as **programme dialogues**. The purpose of the programme dialogues is to:

- operationalise the goals in the department's operational plan,
- follow up on quality and development work within the programme (courses),
- identify obstacles in operations and to discuss issues of quality relating to staffing and resources,
- identify long-term needs for recruitment, other competence/recruitment planning and other resources,
- gain an overview over similarities and differences in how programmes/teacher teams are working,
- be a forum for communication between departmental management, programme coordinator (course cluster coordinator) and administrative support.

The following items are always discussed at programme dialogues:

- Prioritised matters from the programme (course cluster)
- Student feedback (from, for example, course evaluations, Programme Councils, student and alumni surveys)

⁹ The Faculty's instructions for a systematic review of first and second cycle education, ref. LED 2019/651.

- Development work within the programme (course cluster), ongoing work and future needs

The focus and follow-up items otherwise can vary somewhat from one semester/year to the next and may include:

- Follow-up on key indicators
- Follow-up on reviews and evaluations/assessments
- Links to research
- Pedagogical issues
- Collaboration and labour market perspectives
- Matters relating to gender mainstreaming and equal treatment
- Widened recruitment and participation
- Internationalisation and global engagement
- Matters relating to sustainability
- Staffing situation, study and work environment for students and teachers and other resource-related matters
- Organisation, delegation of responsibilities and administrative support

Key indicators for the programme and the courses are drawn up from SILA¹⁰ ahead of the programme dialogues. Examples of key indicators include: number of applicants, number of registered students per semester, performance level, proportion/number of students approved, number of student exchanges, proportion/number of students achieving passes in degree projects and exam frequency.¹¹ The key indicators are reported broken down by gender in cases where SILA permits this.

Course reports, student surveys, alumni follow-ups and budget are other sources of supporting data for the discussion, as are notes from Programme Councils, reference groups, reviews, internal and external evaluations/assessments and the programme's (course cluster's) previous programme dialogue. The programme dialogues are chaired by the Head of Department, the other participants being the programme coordinator (course cluster coordinator) and, if relevant, a teacher/course coordinator, the educational coordinator and the Head of Unit. Other functions are also co-opted as necessary. The Faculty Office is responsible for ensuring that relevant key indicators are provided from SILA and for documenting the dialogue in the form of notes. Notes from the programme dialogues serve as supporting data for the measures to be taken in teacher teams, by administrative

¹⁰ SILA is a business intelligence system at Malmö University. (The abbreviation SILA stands for Strategisk Information för Ledning och Analys [*Strategic Information for Management and Analysis*].)

¹¹ Definitions in accordance with final report from the University's key indicator project – student section, ref. Mahr 61-2014/600.

support and by departmental management. The programme dialogues provide, for example, input into the department's operational plan, competence/recruitment plan and budget. Follow-up takes place at the subsequent dialogue for the programme (course cluster) and at quality dialogues at faculty and university levels.

Each department also has a **Course Committee** consisting of experienced teachers in the department, the educational coordinator and a student representative. The Course Committee adopts a proactive approach, offering support to teachers both before and during the writing of course syllabi and programme syllabi, and also handles the formalities¹² surrounding courses, course syllabi and programme syllabi. The Course Committee¹³ works to ensure that the department's first and second cycle education is developed in line with Malmö University's vision and strategy¹⁴, decides on the approval and revision of course syllabi and programme syllabi, prepares certain matters to be referred to the Faculty Board, Board of Education, Dean or Head of Department for a decision, and offers advice on certain matters pertaining to first and second cycle education within the Faculty and the department.¹⁵

The course committees meet three to five times per semester and the meeting dates are planned in relation to meeting dates in the Board of Education. The Faculty Office is responsible for documentation and communication of the minutes.

The course coordinator is responsible for managing and coordinating a course in accordance with the goals of the course syllabus, the provisions of the Swedish Higher Education Act¹⁶, the Swedish Higher Education Ordinance¹⁷, The rights and obligations of students at Malmö University¹⁸ and other policy documents, and within specified time and budget limits. The course coordinator is also responsible for conducting a course evaluation and the compilation and feedback of the course report in accordance with the Faculty's guidelines¹⁹, continuous development of the course and suggested revision of the course syllabus and, where relevant, involvement in Programme Councils (or equivalent) and programme development.²⁰

¹² The University's instructions for course syllabi, ref. LED 2021/1014, and for programme syllabi, ref. LED 2021/1014, and the Faculty's instructions for the establishment and discontinuation of first and second cycle education at the Faculty of Culture and Society, ref. UTB 2023/497.

¹³ At US there is also an Educational Council, *Utbildningsråd*, for strategic education issues.

¹⁴ Malmö University Strategy 2025, ref. LED 2022/621.

¹⁵ Decision on the establishment of Course Committees, ref. LED 2019/578, and delegation to them, ref. LED 2019/249.

¹⁶ Swedish Higher Education Act (1992:1434)

¹⁷ Swedish Higher Education Ordinance (1993:100)

¹⁸ The rights and responsibilities of students at Malmö University, ref. LED 2022/120.

¹⁹ The Faculty's guidelines for the course evaluation process, ref. MAU 2024/1139.

²⁰ More detailed assignment descriptions for course coordinators are available in each department.

The examiner is responsible for ensuring that examination takes place in relation to the course's intended learning outcomes and that assessment and marking are individual and fair.

The programme coordinator is responsible for managing, developing and coordinating the activities within the programme in order to develop and fulfil the objectives of the programme syllabus within the stated time and budgetary frameworks, while taking relevant policy documents and governing documents into account. Together with course coordinators and Heads of Units, the programme coordinator discusses collaboration with other (societal) actors, teacher staffing, the scope of the programme and any re-prioritisations within the programme. The programme coordinator is also responsible for student introduction, coordination of teaching and course content in consultation with course coordinators and teachers, and for ensuring that systematic reviews²¹ of the programme syllabus are conducted. The programme coordinator chairs the Programme Council and reference group meetings and participates in programme dialogues with the departmental management. At K3 **directors of studies** are responsible for some of the above-mentioned tasks.²²

Student surveys in the form of start and exit surveys and alumni surveys are conducted by the University Executive Office, in collaboration with the programme coordinator.²³

Course cluster coordinators have, where applicable, responsibilities for main subject course clusters that correspond to the responsibilities programme coordinators have for study programmes.

At **Programme Council** meetings the programme coordinator, teachers who are teaching in the programme in the current semester, student representatives from the different cohorts of students (appointed by the student groups) and on occasion the course administrator meet to discuss what is working well and less well in the current semester's courses and what needs to be improved. At the program council meetings, questions about students' study and work environment are also discussed. Supporting data ahead of the meetings includes, for example, course evaluations/course reports. Programme council meetings are held at least once a semester and are documented in the form of notes. Corresponding discussions for single subject courses/course clusters can take place at course council meetings.

²¹ The Faculty's instructions for a systematic review of first and second cycle education, ref. LED 2019/651.

²² More detailed assignment descriptions for programme coordinators, and where appropriate also for directors of studies, are available in each department.

²³ The University's guidelines for student and alumni surveys, ref. LED 2018/121.

Reference groups consist of external persons who represent the programme's potential stakeholders, e.g. people from the world of business, public and non-profit sectors, industry organisations, etc. Reference groups can sometimes be joint for several programmes. The reference groups discuss how the programme can and should be developed against the background of opportunities, challenges and changes in the programme's external environment. Reference group meetings take place regularly and are documented in the form of notes.

Third cycle (doctoral) education

Each department has an **Advisory Committee of Supervisors**²⁴ at which issues relating to day-to-day operation of third cycle education are discussed. The Advisory Committee of Supervisors carries out annual follow-up of individual study plans and the progression of doctoral students, as well as follow-up on the quality of supervision and a discussion of continuing professional development for supervisors. The Advisory Committee of Supervisors is the preparatory body in a number of matters such as the review of doctoral courses before their establishment, the text of announcements of doctoral students positions and proposals for review groups before admission of doctoral students as well as proposals in respect of supervisors and examiners. Prior to the decision on the time and place for a public defence of a thesis as well as the appointment of the chair, Examining Committee and the Faculty Opponent for the defence and licentiate seminar, there is also a coordination with the concerned Advisory Committee of Supervisors. The Advisory Committee of Supervisors also prepares matters for the cross-faculty Board of Research and Doctoral Education in certain matters relating to third cycle education.

The Advisory Committee of Supervisors consists of active supervisors, professors and associate professors, and there is a doctoral student representative, appointed by the doctoral students, on each advisory committee of supervisors. Meetings are held four-five times per semester and meeting dates are planned in relation to meeting dates in the Faculty's Board of Research and Doctoral Education. The Advisory Committees of Supervisors may be viewed as a form of continuous **quality dialogues** for each doctoral subject. Meeting minutes are used as the basis for follow-up at the subsequent meeting. Follow-up also takes place at quality dialogues at faculty and university level respectively.

Seminars are organised regularly at department level, or in collaboration between departments, by the department's research coordinator. Doctoral students can present their ongoing doctoral theses at these seminars. Planning seminars, half-way seminars and final seminars are mandatory.²⁵ (In addition to these, there are also, at the faculty level, breakfast seminars with a focus on introduction,

²⁴ At some departments this is called Advisory Committee of Researchers and Supervisors.

²⁵ Guidelines for seminars within doctoral education at the Faculty of Culture and Society, ref. LED 2023/1203.

exchange of experience and career planning for the doctoral students.)

Each doctoral student has at least two **supervisors**, one of whom is a principal supervisor. Main supervisors are appointed in connection with the admission of a doctoral student and must normally be academically qualified (i.e. have a Ph. D.), employed at the Faculty and be a professor or an associate professor. At least one of the supervisors must have completed a supervisor course or have been assessed as possessing the equivalent competence. The Faculty promotes both women and men as supervisors, and single-gender groups of supervisors are avoided as far as possible. Guidelines for collaboration and commitments between doctoral students and their supervisors are stated in the individual study plan, which is revised annually. The supervisors²⁶ must, among other things:

- support the doctoral student in the choice of thesis subject and make sure that it is realistic and can be implemented
- support the doctoral student in issues of research ethics and be responsible for ethical review
- read and in a constructive way review manuscripts and other material
- recommend courses and relevant literature
- support the doctoral student in establishing contacts with other departments and collaborative partners in Sweden and abroad
- contribute towards enabling the doctoral student to visit and take part in international conferences and meetings
- recommend funds to which the doctoral student may apply for grants
- consider matters relating to gender mainstreaming and equal treatment in relation to the role of supervisor
- support the doctoral student in planning of the thesis work

Each doctoral student is allocated 320 hours of supervision, divided between the supervisors. The main supervisor has the main responsibility for ensuring that a final review of the thesis is carried out before the public defence of the thesis²⁷.

The course coordinator is responsible for managing and coordinating a course in accordance with the goals of the course syllabus. The teacher who is course coordinator is also responsible for conducting a course evaluation and the compilation and feedback of the course report, continuous development of the course and suggested revision of the course syllabus, and for participation in the advisory committee of supervisors. Each course also has an **examiner** who is

²⁶ Guidelines for supervisors in doctoral education at the Faculty of Culture and Society, ref. LED 2023/1219.

²⁷ The Faculty's instructions for the public defence of a doctoral thesis, ref. LED 2023/1164.

responsible for ensuring that examination takes place in relation to the course's intended learning outcomes and that assessment and marking are individual and fair.

The Departmental Doctoral Education Coordinator is responsible for coordinating doctoral education within the department's operational area and works to ensure that the department's third cycle education is developed in accordance with current legislation, agreements and adopted operational documents. The Departmental Doctoral Education Coordinator prepares and reviews various matters before decisions taken by the Head of Department or the Vice Dean for doctoral education, such as the composition of the review group for the admission of doctoral students, the appointment of supervisors and examiners for doctoral students as well as the individual study plans of doctoral students. The Departmental Doctoral Education Coordinator also conducts quality dialogues with the doctoral students and is the contact person for doctoral students who wish to change supervisor(s). After the admission of new doctoral students, which, if possible, is recommended to take place twice a year, the Departmental Doctoral Education Coordinator has the main responsibility, together with the departmental doctoral education officer, for the introduction to third cycle education.

Common to all three levels of education

Heads of Department shall, within the framework of the department's resources, provide strategic and operational leadership for the department's work in accordance with current legislation, agreements and adopted operational documents.²⁸ Heads of Department are responsible for the department's operational planning²⁹, competence/recruitment planning and budget, and make decisions on matters including resource allocation within the department and appoint programme coordinators, course coordinators and course examiners. It is the Head of Department who establishes doctoral students' individual study plans. Heads of Department can also give specific assignments to, for example, course coordinators, programme coordinators and the departmental doctoral education coordinator. The Head of Department is assisted and supported by the **department's management group**, which also includes **Heads of Units** with staff responsibility for the department's teachers. Based on the department's needs, the head of department, together with unit heads, also plans doctoral students' possible departmental service, which, however, may not exceed 20% of a full-time employment in terms of the entire employment period. Before commencing department duties, doctoral students are offered training in teaching and learning in higher education.

²⁸ Dean's delegation to Heads of Department, ref. MAU 2024/347.

²⁹ The University's instructions for how the work of the departments on operational planning, competence/recruitment planning and budgets shall take place in an integrated way and with a three-year perspective, see <https://medarbetare.mau.se/for-ditt-arbete/chefsstod/verksamhetsplanering/>

Faculty level

First and second cycle education

The Board of Education works to ensure that the Faculty's first and second cycle education is developed in line with the University's vision and strategy, decides on the establishment and termination of courses³⁰, prepares certain matters to be referred to the Faculty Board or the Dean for a decision, and offers advice on other matters pertaining to first and second cycle education within the faculty.³¹

The Board carries out proactive work on programme- and course-related quality matters with a focus on the sharing of experiences between the departments. The Board also constitutes a forum for dealing with joint issues on behalf of faculty management, e.g. some pedagogical activities.

The Board of Education is chaired by the **Vice Dean for first and second cycle education**, who is responsible for the coordination and development of the Faculty's first and second cycle education.³² Other members of the Board of Education are, one person from each department with special responsibility for the department's first and second cycle education (usually the chair of the course committee), another teacher representative from each department and two student representatives.³³ The Board of Education meets approximately eight times per year, and the quality assurance coordinator is responsible for documentation and communication of the minutes. The chair of the Board of Education is also the Faculty's member in the university-wide advisory body for matters relating to first and second cycle education.

Third cycle education

The Board of Research and Doctoral Education works to ensure that the Faculty's research and development in third cycle education is developed in line with the University's vision and strategy, establishes and terminates third cycle education courses, approves and revises general study plans and course syllabi³⁴, prepares certain matters to be referred to the Faculty Board or the Dean for a decision, and offers advice on other matters pertaining to research and third cycle education within the Faculty. The Board holds meetings at least eight times a year and consists of the Pro Dean as chair, the Vice Dean for doctoral education, one person from each department with special responsibility for research in the department, another representative from each department (at present the chairs of

³⁰ In accordance with the Faculty's guidelines for establishment and discontinuation of first and second cycle education at the Faculty of Culture and Society, ref. UTB 2023/497.

³¹ Decision on the establishment of and delegation to the Board of Education, ref. LED 2019/315.

³² The Dean's delegation to the Vice Dean for first and second cycle education, ref. MAU 2024/347.

³³ Decision on the establishment of and delegation to the Board of Education, ref. LED 2019/315.

³⁴ In accordance with the Faculty's guidelines for syllabi regarding third cycle education, ref. UTB 2023/401.

the boards of supervisors) and two doctoral student representatives.³⁵ The Faculty Office is responsible for documentation and communication of the minutes.

The Vice Dean for doctoral education is responsible for coordinating the Faculty's third cycle education and works to ensure that it is developed in accordance with current legislation, agreements and adopted operational documents. The Vice Dean for doctoral education appoints supervisors and examiners for doctoral students and, ahead of the public defence of a doctoral thesis, decides on the chair, the Examining Committee and the Faculty Opponent. The Vice Dean for doctoral education is a member of the Faculty's Board of Research and Doctoral Education and represents the University in university-wide bodies for third cycle education.³⁶

The Vice Dean for doctoral education also coordinates certain activities that aim to prepare doctoral students for both an academic career and a career outside academia. Doctoral students have the opportunity, for example, to participate in a **mentoring programme** at the Faculty in which the mentors are experienced teachers who supervise the doctoral students ahead of departmental duties and discuss associated practical teaching activities. Each individual doctoral student's career planning is, however, part of his or her individual study plan.

For each doctoral student there is a special **examiner** who is responsible for making sure that the courses included are relevant to the doctoral student's education. It is also the examiner who decides on transfer of credits from previous studies and studies at other universities. The examiner monitors progression and goal attainment in the course section of the third cycle education and approves revisions of the individual study plan before it is confirmed by the Head of Department. At a minimum, examiners are associate professors and have experience of supervising doctoral students in the relevant doctoral subject.³⁷

Before the public defence of a doctoral thesis, a **Faculty Opponent** and an **Examining Committee** are appointed. The Faculty Opponent is usually a professor or an associate professor and a specialist in the area to which the thesis relates. The Examining Committee normally consists of three members, but five members may also be possible (of which at the most one from Malmö University). At least one person who is not active at Malmö University must participate. All members shall normally be at least at the level of associate professor (docent). The gender mainstreaming aspect is always considered when selecting members for the

³⁵ Decision on the establishment of and delegation to the Board of Research and Doctoral Education, ref. LED 2019/314.

³⁶ The Dean's delegation to the Vice Dean for doctoral education. ref. MAU 2024/347.

³⁷ Guidelines for specially appointed examiners in third cycle education at the Faculty of Culture and Society, ref. LED 2023/1201.

Examining Committee. If the Faculty Opponent or any member of the Examining Committee finds serious deficiencies in the thesis and believes that it may be failed, the person must notify the Dean and the chair for the public defence of the thesis in advance.³⁸

Common to all three levels of education

There is an annual **quality dialogue** in the spring **between departmental management and faculty management**. These quality dialogues include not only first, second and third cycle education, but also research. The Head of Department is responsible for providing data ahead of the dialogues for following up and developing the quality management and the quality in education and research, this includes summaries from the department's programme dialogues and the activities of the boards of supervisors. Participants in the Faculty's quality dialogues are the Dean, the Pro Dean, Vice Deans for first and second cycle education and for doctoral education, Heads of Department, student and doctoral student representatives and, when necessary, other functions as well, e.g. departmental educational coordinator, doctoral education coordinator, research coordinator, comptroller/finance officer and HR specialist. The quality assurance coordinator is responsible for ensuring that the dialogues are documented in notes, which summarizes the measures that are to be taken by department or faculty management. Follow-up on these quality dialogues takes place at the department's subsequent quality dialogue with faculty management and in the Faculty's quality dialogue with university management and in the operational dialogues that are held annually (in the autumn) for each of the departments.

At the **operational dialogues between departmental management and faculty management** there is follow-up on whether the outcome of each department's quality dialogue has been considered in the department's operational plan, competence/recruitment planning and budget for the next three years. The operational dialogues are supplemented by **tertiary follow-ups** with a focus on budget, operational plan and competence/recruitment planning two times a year.

In addition to students and doctoral students having representation on deciding bodies, and also taking part in quality dialogues between departmental management and faculty management, there are also **regular status meetings between student representatives and faculty management** for questions that do not fall within the above-mentioned fora. The Vice Dean with for first and second cycle education, accompanied by the quality assurance coordinator, meets the student union's faculty representative once a month to monitor the status of current issues. Correspondingly, the Vice Dean for doctoral education holds regular status meetings with the doctoral students.

³⁸ The Faculty's instructions for the public defence of a doctoral thesis, ref. LED 2023/1164.

The student union's faculty representative and a doctoral student representative also receive information in advance about which matters are to be decided at the Dean's decision meetings and can comment on them and/or, if they so desire, attend these decision meetings, which are usually held once a week.

The Dean's duty is to work together with the Faculty Board to develop the Faculty's operations within the Faculty's resources. The Dean manages the Faculty's work strategically and operationally in accordance with current legislation, agreements and adopted operational documents.³⁹ The Dean can issue specific assignments to, for example, Heads of Department. The Dean makes decisions on admission⁴⁰ and the appointment of doctoral students⁴¹ and it is also chiefly the Dean who, following preparation by the **Academic Appointments Board**⁴², decides on teacher appointments at the Faculty.⁴³

The Dean has the **Faculty's management group** for support, which consists of the Dean, Pro Dean, Vice Deans for first and second cycle education and for doctoral education, Heads of Department and the Head of the Faculty Office. The quality assurance coordinator is responsible for taking notes at the management group's meetings. Student and/or doctoral student representatives are invited to the Faculty's management group meetings when relevant matters are being discussed and may also ask to be invited.

The Faculty Board's duty is to work together with the Dean to develop the Faculty's operations within the Faculty's resources. The Faculty Board shall make sure that there is systematic quality assurance system and follows up on quality, decides on matters including strategic priorities and resource allocation within the Faculty, the departments' operational plans and the submittal of applications to the Vice-Chancellor on the establishment and termination of study programmes in first and second cycle education and on the establishment and termination of subjects in third cycle education.⁴⁴ The Faculty Board consists of three external members (one of which is the chair), seven teacher representatives (of which one is a lecturer and one comes from another faculty within the University), the Dean and two student/

³⁹ Vice-Chancellor's delegation to the Dean, ref. MAU 2024/217.

⁴⁰ Routines for admission and employment of doctoral students at the Faculty of Culture and Society, ref. LED 2023/1161.

⁴¹ Routines for admission and employment of doctoral students at the Faculty of Culture and Society, ref. LED 2023/1161.

⁴² Decision on the establishment of teacher proposal committees' assignments, composition and working methods, ref. LED 2020/258.

⁴³ There are certain exceptions, e.g. the Vice-Chancellor decides on the appointment of professors, and Heads of department can decide on certain time-limited appointments. See the Vice-Chancellor's delegation to the Dean, ref. MAU 2024/217, and Delegations at the Faculty of Culture and Society, ref. MAU 2024/347.

⁴⁴ Vice-Chancellor's delegation to the Faculty Board, ref. MAU 2024/217.

doctoral student representatives.⁴⁵ The Faculty Board meets approximately seven times a year and the meetings are documented in minutes.

⁴⁵ The University's rules of procedure, ref. LED 1.3-2019/603, and the decision of the Faculty Board on composition, ref. LED 2021/930.