

Teaching and learning at Uppsala University

Visions for educational activity and development

Adopted by the Vice-Chancellor, 24 April 2018

To teachers, students, staff responsible for educational programmes and staff in support functions at Uppsala University

The knowledge, skills and attitudes acquired by students during their education at Uppsala University lay the foundations for lifelong learning. The development of a scientific approach and scientific skills leads to a capacity to independently acquire, assess and use new knowledge. Ethical, communicative, digital and intercultural competence are also required to act in – and have an impact on – a rapidly evolving global community. Furthermore, an openness to crossing traditional subject boundaries and interacting with a diversity of professions is necessary.

To make this happen – and more besides – requires continuous efforts to make good education even better. Uppsala University's *Mission and Core Values* states that “courses and programmes will be continually renewed and developed to balance the availability of expertise in a particular subject, changes in the current state of knowledge, student demand, and the needs of society”. The key to sound education is teachers who are proficient in science and pedagogy, students who are engaged and willing to take responsibility, and effective interaction with society. But it is also important to have professional support from departments, faculties, disciplinary domains, libraries and the university administration. This support includes sound educational leadership at different levels.

This significant and complex work may be facilitated by having some common points of reference at hand. *Teaching and learning at Uppsala University* is a frame of reference of this kind – an attempt to bring out what sound academic teaching and learning is about, taking into consideration the diversity embraced within a comprehensive university.

Teachers and students from the University's three disciplinary domains have developed this programme in collegial cooperation. The work has taken current research on academic teaching and learning into account and has benefited from the support of educational developers. The working group's proposal has been further processed in the light of comments from the disciplinary domain boards, the faculty boards, the student unions, the university administration and the library. *The idea of the programme is to serve as a guide and as inspiration for designing new educational programmes and promoting educational development, but it can also serve as a starting point for evaluations.*

The programme's emphasis on the active participation of students in higher education is crucial. Together we create courses and study programmes that build on the solid foundation of Uppsala University's many years of educational experience and well-established research practice, while also being characterised by forward-looking renewal in terms of contents and form. In these endeavours, the *Teaching and learning at Uppsala University* will provide a common starting-point.

Eva Åkesson

Vice-Chancellor

Introduction

Teaching and learning at Uppsala University contains **visions for the University's teaching and learning activities and their further development**. It proceeds from the University's *Mission and Core Values* (UFV 2013/110) and provides guidance regarding the organisation of first- and second-cycle education (Bachelor's and Master's programmes) as well as third-cycle education (PhD programmes) to some extent. The programme encompasses four overall objectives for teaching and learning, which together provide a substantive framework for sustainable quality assurance and enhancement. These objectives were formulated in the 2008 Teaching and Learning Programme and are firmly established in research on academic teaching and learning and practical experience of teaching and learning. The Programme shows how the University, its teachers and other staff create conditions for high-quality education and for student learning, how students contribute to and benefit from these opportunities, and how teachers' competences are enhanced and rewarded.

These overall objectives for the University's teaching and learning activities proceed from the fundamental task of creating favourable **conditions for student learning**. The continuous and systematic **development of educational programmes** requires that teaching staff at Uppsala University be provided with opportunities for **professional development in academic teaching and learning and subject didactics**. In addition to this, **the legitimacy of teaching in terms of career building** must be recognised and enhanced to make it attractive for teachers to combine high-quality teaching with high-quality research.

Teaching and learning at Uppsala University can serve as a useful guide and as inspiration in a range of activities. It can for example provide a starting point for designing new educational programmes and for following up on and renewing existing programmes. In connection with educational evaluations, it can serve as a basis for formulating questions and criteria for promoting educational development and quality. To help put the programme's visions into practice, **support will be offered to the various user roles** in the University: teachers, course or programme coordinators, heads of department, directors of studies/educational leaders, and student representatives and students. User suggestions, based on examples, will illustrate how the contents of the programme can be used as support and inspiration for continuing development.

The programme should be revised no later than six years after taking effect.

Design of the programme

The programme presents each objective in a separate section. Following a brief introduction, each objective is broken down into a number of points, presented in two columns. In **Part 1 and Part 2** of the programme, the left-hand column shows the responsibility of the University (faculty boards, heads of department, educational leaders, teachers, administrators and libraries) for promoting student learning and for continuous educational development. The right-hand column demonstrates how students can actively participate in and benefit from the opportunities offered, contribute to the further development of teaching and promote their own learning experience as well as that of their fellow students. In **Part 3 and Part 4**, the left-hand column illustrates the responsibility of the University and its disciplinary domains, faculties and administration for supporting and encouraging teachers' professional development. The right-hand column describes how teachers can actively contribute to developing their own teaching and didactic competences.

Responsibility for implementation is indicated under each subsidiary objective. **Responsibility for creating favourable conditions** for implementation is also indicated wherever this is appropriate. On

the part of the University, a more precise division of responsibilities is expected to be defined at faculty/domain level. On the part of the students, Part 1 and Part 2 set forth their general responsibility for their own learning, but also their participation in their educational programme and its development and renewal. Where the teachers are concerned, Part 3 and Part 4 specify the responsibility of the University to create favourable conditions for teachers to develop their competences as well as the responsibility of teachers to contribute to and benefit from the professional development opportunities that are offered and to help ensure that the legitimacy of teaching in terms of career building is appreciated.

*The structure and division of responsibility reflect the **core values underpinning Uppsala University's activities**. The point of departure is the provisions of the Higher Education Act concerning the **shared responsibility of teachers and students** for quality assurance and the students' entitlement to exert influence over courses and study programmes, including active participation in the continued development of educational programmes (Higher Education Act, Chapter 1, Sections 4 and 4a). Additional matters of concern are the promotion of sustainable development, equality between women and men, and the promotion of understanding of other countries and international circumstances (Higher Education Act, Chapter 1, Section 5). The values shared within the University are also stated in Uppsala University: Mission and Core Values (UFV 2013/110), which, for example, advocates active collaboration between teachers and students, staff membership characterised by openness, responsibility and trust, which gives all staff and students the opportunity to influence the University's activities, and leadership based on **principles of collegiality and student influence**.*

In the programme, the term *teacher* refers to all teaching staff, i.e. all employees at Uppsala University who participate in one way or another in organising and carrying out teaching activities aimed at promoting students' learning. Similarly, the term *student representative* is used to refer to those students (student liaison officers, student council representatives, etc.) who hold elected positions on behalf of the students. The concept *intended learning outcomes* is used for the learning outcomes specified in qualification descriptors, programme syllabi and course syllabi.

Follow-up and reporting

Evaluations, follow-up and reporting on the University's pedagogical activities and the development of educational programmes and teaching/learning activities will occur within the framework of Uppsala University's model for educational evaluation.

In addition, the disciplinary domains must describe planned and implemented measures associated with the programme in their operational plans and follow-ups.

The visions and overall objectives of the programme must be followed up every other year in a report to the Vice-Chancellor, as well as in connection with revision. The Division for Quality Enhancement is responsible for this in consultation with the Quality Advisory Board. In connection with this, the Vice-Chancellor may issue a special decision calling upon the disciplinary domains to comment on work related to the objectives of the programme and their achievement.

1. Conditions for student learning

All teaching at Uppsala University must be based on a **scientific foundation, best practice and sound teaching strategies**. The education provided must enable students to develop their knowledge, skills and attitudes, including a scientific and critical approach to their education and future professional activities. During their education the students must acquire a sound knowledge of their particular subject, but they must also be encouraged to take advantage of the breadth of the University from a liberal arts perspective and find opportunities for personal development.

All syllabi and teaching must be designed with the aim of facilitating the students' independent, active learning and their development as responsible students. The subject contents, as well as the educational approach on which the teaching of the subject builds, must have a scientific basis. Sound education depends on teachers and students cooperating and taking **joint responsibility** for the contents and quality of the education. The teaching climate must be characterised by **mutual respect**. The University's staff – teachers and others – must ensure that students have access to understandable information about the organisation and objectives of the teaching, while students must ensure that they take advantage of the information, reflect on it in relation to their own learning and make use of opportunities to give feedback to the teachers.

1.1 Scientific approach and skills

University responsibility	Student activity
<p>1.1.1 The teaching is based on a scientific foundation, best practice and teaching strategies. This means that teachers have a responsibility to keep abreast of developments in research and continuously update their subject knowledge as well as their knowledge of teaching and learning. The scientific foundation includes discussions with colleagues and students on the perception of the subject and changes in how it is perceived, as well as on knowledge developments in the field, exemplified by the department's research and other factors.</p> <p><i>Responsibility for implementation:</i> Teachers</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>It is the responsibility of students to read and reflect on the textbooks and other course materials and to review sources and references critically.</p> <p>Students must:</p> <ul style="list-style-type: none"> - Be open to new perspectives on the subject. - Participate in the discussion sessions that are organised and initiate discussions with teachers and between students so as to reflect on the perception of knowledge and the scientific foundation. - Reflect on how the research connection of the teaching is expressed and how it contributes to their learning. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.1.2. The teaching will provide conditions that allow students to develop a scientific approach and working method that enable them to identify, formulate and solve problems, on the basis of sound subject knowledge. This includes a capacity for critical thinking, i.e. an ability to independently analyse, reflect, draw conclusions, evaluate, question and be creative on a scientific basis.</p> <p>Teachers will create conditions for discussions that include different perspectives on the subject, such as different research traditions, sustainable development, ethical perspectives, gender perspectives, intercultural competence and international aspects.</p> <p><i>Responsibility for implementation:</i> Teachers</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students are expected, on the basis of a good knowledge of the subject:</p> <ul style="list-style-type: none"> - To take advantage of the opportunities for problem solving and critical thinking offered by the teaching and to help create such opportunities. - To reflect on assertions and arguments in order to question, clarify and understand. - To reflect on how the teaching encourages critical thinking and creativity, and how different perspectives on the subject are discussed and dealt with. <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for favourable conditions:</i> Student representatives</p>
<p>1.1.3 An integral part of the teaching will be to give</p>	<p>Students must take advantage of opportunities to prac-</p>

<p>students opportunities to develop skills in seeking, selecting and critically reviewing information.</p> <p><i>Responsibility for implementation:</i> Teachers, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, Chief Librarian</p>	<p>tice information seeking, consciously select and critically review literature, and in other respects utilise the services offered by the University Library.</p> <p><i>Responsibility for implementation:</i> The student</p>
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1.2 A good learning environment

University responsibility	Student activity
<p>1.2.1. The University will provide infrastructure in the form of libraries and accessible, appropriate and flexible physical and digital learning environments.</p> <p>Teachers will provide information on timetabling, forms of teaching and available educational resources that facilitate teaching and learning.</p> <p>In their planning and teaching, teachers will strive to utilise the University’s infrastructure, educational resources and cultural heritage so as to support student learning.</p> <p><i>Responsibility for implementation:</i> Relevant faculty board/disciplinary domain board, heads of department, teachers and course administrators</p> <p><i>Responsibility for creating conditions:</i> University Director, Chief Librarian</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Incorporate into their learning the information they receive about the objectives and purposes of the teaching and learning activities and make use of resources that support such learning, e.g. learning environments, libraries, cultural heritage and eLearning resources. - Reflect on their own roles in different teaching and learning activities and constructively contribute to the best of their ability. - Discuss their impressions and experience of the teaching provided with teachers and fellow students. - Participate in discussions with teachers and fellow students on potential ways of developing the teaching and learning activities, bearing in mind the purpose and objective of the teaching component. - When necessary, seek and use existing supportive resources, such as courses in study skills and training, information seeking and study guidance. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.2.2 The University’s digital environments will be continuously developed in dialogue between teachers and students to improve administration, accessibility and teaching. Teachers are expected to be prepared to use digital support in their teaching, in both on campus and distance education. Teachers will receive support and training in introducing and developing eLearning in connection with the subject taught and their teaching.</p> <p>The University will provide a unified, efficient and flexible learning management system for teachers and students. Teachers will receive support and training to optimise their use of the system.</p> <p><i>Responsibility for implementation:</i> Head of IT Division, teachers, directors of studies/educational leaders and head of Division for Quality Enhancement</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, University Director</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> - Learn about and use the digital support used in teaching and in communications with teachers and fellow students. - Reflect on how the digital support can be used and developed to further enrich the learning environment and discuss this with the teacher. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.2.3 The University will ensure that the learning environments and educational resources offered are accessible to all students regardless of any disabili-</p>	<p>Students are expected, well ahead of time, to inform teachers or study counsellors of specific needs or disabilities that may affect individual course compo-</p>

<p>ties.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, University Director, Chief Librarian</p>	<p>nents and be prepared to discuss their situation with teachers and suggest measures and adaptations.</p> <p><i>Responsibility for implementation:</i> The student</p>
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1.3 Cooperation between teachers and students

University responsibility	Student activity
<p>1.3.1. New students will receive an early introduction to the organisation and demands of university studies to give them a chance to develop good study habits and promote their ability to independently seek and evaluate information.</p> <p>This introduction will also clarify the role of students in the teacher-student interaction and make it easier for students to take responsibility for their studies.</p> <p>Values and norms will be made explicit and discussed, so as to be accessible to all students. The students will also receive information about relevant parts of <i>Teaching and learning at Uppsala University</i>.</p> <p><i>Responsibility for implementation:</i> Teachers, study counsellors, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board and head of Student Affairs and Academic Registry Division</p>	<p>New students are expected to gain an understanding of what university studies signify by studying <i>Teaching and learning at Uppsala University</i> and the information given at formal introductory sessions, in online forums and via other available channels.</p> <p>Experienced students have a responsibility to participate in the reception of new students. Experienced students should strive to act as mentors and offer support to less experienced fellow students.</p> <p><i>Responsibility for implementation:</i> The student, experienced students,</p> <p><i>Responsibility for favourable conditions:</i> Student unions</p>
<p>1.3.2. During the course, the teacher will engage in structured discussion and cooperation with the students so as to develop the teaching and renew the education.</p> <p>The teacher will create conditions and learning environments in which students can express their opinions about the design of the course, the activities involved and the assessments, as well as other aspects of relevance to the teaching.</p> <p><i>Responsibility for implementation:</i> Teachers</p> <p><i>Responsibility for favourable conditions:</i> Course and/or programme coordinators</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Make use of opportunities to give feedback on the teaching and the learning environments and cooperate with teachers by making constructive suggestions on how the teaching can be further developed and the education renewed. - Contact the course coordinator, the director of studies or the equivalent, a study counsellor or in the last resort the head of department in cases where it may be difficult to voice negative opinions directly to the teacher. Students can also get in touch with a student representative or a students' union. <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for favourable conditions:</i> Student unions</p>
<p>1.3.3. When introducing a course or a course component, the teacher will make it easier for the students to get an overview of the whole and to understand the contents of the course by informing them of and discussing the expected learning outcomes for the course or course component, its educational structure and connections with other relevant courses or course components.</p> <p><i>Responsibility for implementation:</i> Teachers</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Seek information, attend introductory sessions, read the course syllabus and other pieces of information provided, and ask the teacher or course/-programme coordinator if anything is unclear. - Reflect on the contents of the course in relation to their own learning, study skills and the progression of the educational programme. - Plan their own learning on the basis of available

<p><i>Responsibility for favourable conditions:</i> Course and/or programme coordinators</p>	<p>information.</p> <ul style="list-style-type: none"> - Discuss with teachers how the course content relates to the progression of the educational programme, if this is not immediately clear. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.3.4. The teacher will show respect for the students, become acquainted with their varying backgrounds and bear in mind the different conditions affecting their learning and any disabilities. The teacher will strive to ensure that all students have the opportunity to learn on their own terms so as to achieve intended learning outcomes within the framework of available resources, and to use the variation among students to enrich teaching and learning activities and to enhance all students' learning.</p> <p>The introduction for new students will include information about existing supportive resources in the areas of study skills, stress management and mental health.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders, course and/or programme coordinators, study counsellors</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Cooperate with and show respect for all fellow students and teachers. - Use the general resources that are available to all students at the University – courses in information seeking, study skills and training, study guidance, the Language Workshop, the Reading Studio, etc. – and the special support that can be provided after a needs assessment, e.g. note-taking assistance. - In case of disability, discuss study adaptation needs with the relevant department well ahead of time. - Engage in dialogue with the teacher and contribute to the development of the teaching so that the students' varying backgrounds and differences in the conditions affecting their learning can enrich and enhance the learning of all. <p><i>Responsibility for implementation:</i> The student</p>

1.4 Teaching and learning activities promoting student participation

University responsibility	Student activity
<p>1.4.1. Teachers will choose teaching and learning activities that stimulate student activity, promote a deep approach to learning and encourage cooperation. Teaching and learning activities will be varied so as not to consistently favour or disadvantage particular types of students.</p> <p>The education will give students scope to reflect for themselves, to process their reading and to engage in critical thinking, and for discussions with teachers and fellow students aimed at acquiring, broadening and deepening their knowledge.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Take responsibility for their own learning and contribute to their fellow students' learning. - Participate in, and contribute to, discussions and group work. - Systematically reflect on their own approach to learning so as to develop good study habits and study skills. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.4.2. Teachers will take the students' knowledge, experience and perspectives into account. As far as possible, the subject matter will be put in a broader context.</p> <p>International perspectives provided by foreign students, returning exchange students and visiting teachers will also be taken into account.</p> <p>As far as possible, links with the world of work will be forged in all educational programmes and in interaction with the wider community. In vocational educa-</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Reflect on their previous knowledge, experience and perspectives, and connect them with new knowledge. - Take their own perspectives and experience, and those of their fellow students, into account, for example in group work and seminars. - Reflect on the link between theory and practice, particularly during applied or placement-based components of the programme.

<p>tion and training programmes, it is also appropriate to entrust the teaching to teachers who have personally practised, or currently practise, the profession for which the programme is intended to prepare students.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<ul style="list-style-type: none"> - Draw attention to ways in which the students' own knowledge, experience and perspectives can be embraced in teaching situations. - Reflect on the ways in which the teaching contents of the programme contribute to links with the world of work. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.4.3. Teachers will highlight the importance of constructive feedback between students as a tool for development and provide opportunities for students to develop these communicative skills.</p> <p>The education will include regular training in oral and written skills.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Take advantage of opportunities to practise oral and written skills and encourage and support their fellow students ahead of and during these exercises. - Create opportunities for students to practise both oral and written skills, in cooperation with both teachers and fellow students. - Provide constructive peer feedback on one another's performance when opportunities are arranged for this. - If difficulties are experienced in these exercises, contact the course coordinator or equivalent and take advantage of the supportive resources available via the Student Health Service, the Language Workshop and other services. <p><i>Responsibility for implementation:</i> The student</p>

1.5 Themes and progression

University responsibility	Student activity
<p>1.5.1. Programmes and courses will be characterised by clear connections between intended learning outcomes, teaching and learning activities and assessment tasks. The students will be repeatedly informed of these connections. In cases where studies in a field include placements, the link between the different parts of the programme will be clearly explained.</p> <p>Communication between teachers will be coordinated to ensure progression within programmes, create conditions for gathering feedback from students and use this feedback in the continuing development and renewal of teaching and of courses/programmes.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>The students must:</p> <ul style="list-style-type: none"> - Plan their studies on the basis of the intended learning outcomes so as to achieve these. - Reflect on the connection between intended learning outcomes, teaching and learning activities and assessment tasks, and on the link between the different parts of the programme. <p>Experienced students must be helpful towards new students, inform them about qualitative targets and clarify the progression within the programme.</p> <p><i>Responsibility for implementation:</i> The student</p>
<p>1.5.2. Students must be able to perceive a progression of intended learning outcomes in terms of knowledge, skills and competence objectives, between first, second and third cycles, and within each of these levels. In programmes where teaching is integrated across subject, department and cycle boundaries (e.g. vocational programmes and Master's programmes), pro-</p>	<p>Students are expected to reflect on how the intended learning outcomes for different course components/courses/cycles embody progression in terms of knowledge and skills.</p> <p><i>Responsibility for implementation:</i> The student</p>

<p>gression in terms of both breadth and depth must be provided in the programme as a whole.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	
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1.6 Assessment and feedback

University responsibility	Student activity
<p>1.6.1. Varying assessment tasks will be chosen at course or programme level, depending on the knowledge, skills and competences specified in the intended learning outcomes. Goal-related assessment criteria will be established for examinations and the students will be informed about these and enabled to understand how they can be applied.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students must acquaint themselves with and reflect on the intended learning outcomes and the assessment criteria and ask if anything is unclear.</p> <p><i>Responsibility for implementation:</i> The student</p>
<p>1.6.2. The students will receive feedback on their performance immediately or soon afterwards. During their education, students will also be given the opportunity to practise their ability to engage in constructive critical review of their own performance and that of their peers. Teachers will create conditions that enable students to practise giving and receiving oral and written feedback in a constructive manner.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Make use of course components that provide opportunities to give and receive constructive feedback. - Reflect on and use feedback from teachers and fellow students that can help them in their own development and apply it in their further learning. - Reflect on how different feedback components in the teaching contribute to their learning. <p><i>Responsibility for implementation:</i> The student</p>
<p>1.6.3 The teacher will inform the students what is permitted in examinations and degree projects and what types of behaviour are considered fraudulent in this connection, such as cheating and plagiarism, and will discuss these matters with the students.</p> <p>The teacher will also inform the students about the consequences of prohibited types of behaviour.</p> <p><i>Responsibility for implementation:</i> Teachers, faculty, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students must:</p> <ul style="list-style-type: none"> - Consider the information about what is permitted/prohibited and what is considered to be cheating or plagiarism. - Reflect on and discuss in advance with teachers and fellow students what types of behaviour are fraudulent in examinations. - Be aware of and avoid all ways of working that may be considered fraudulent in examinations, such as cheating and plagiarism. <p><i>Responsibility for implementation:</i> The student</p>

2. Development of educational programmes

Educational quality is a shared responsibility running from the student level to decision-making levels. The University will promote **continuous discussion on the development and renewal** of teaching and learning activities and assessment tasks and will support educational development projects. The University's activities will be characterised by gender equality and equal opportunities perspectives and by norm criticism, intercultural competence and internationalisation, as well as sustainable development. Educational development work will be based on knowledge about academic teaching and learning and subject didactics, and will involve **dialogue between students and teachers**, supported by educational leaders and course administrators. The students will be involved and take an active part in this work, both through student representation and through other forms of cooperation. The students have a responsibility to communicate their views via their representatives on programme committees, department boards or similar bodies. By means of active participation, students can support teachers who seek to cooperate with students. Excellent teaching and learning environments presuppose effective **collegial leadership**. Educational leaders have key strategic roles in the creation of new educational programmes, the testing of educational innovations and the development of good conditions for teachers and students to teach, learn and engage actively. The University must therefore make it attractive for teachers to take on the role of educational leader and enable them to grow in this role.

2.1 Regular follow-up and feedback

University responsibility	Student activity
<p>2.1.1. All teaching within courses and programmes must be accompanied by regular follow-up and analysis of the attainment of goals and the need for course development.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders, course and/or programme coordinators</p>	<p>Students must reflect on their own learning in relation to the intended learning outcomes and make use of opportunities to develop skills in providing constructive feedback. They must be prepared to give feedback on the teaching to teachers or other responsible staff.</p> <p><i>Responsibility for implementation:</i> The student</p>
<p>2.1.2. Follow-up will be conducted using course and programme evaluations in accordance with the guidelines provided by the University.</p> <p>In connection with educational evaluations, <i>Teaching and learning at Uppsala University</i> can serve as a source of questions for use in following up and enhancing educational quality.</p> <p><i>Responsibility for implementation:</i> Teachers, directors of studies/educational leaders, course and/or programme coordinators, course administrators, head of the Division for Quality Enhancement</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> - Voice their opinions by responding to course evaluations so as to contribute to the development of teaching. - Draw attention in their feedback to aspects of the teaching that work well and make constructive and specific suggestions on changes to improve aspects that work less well. - Make it clear to their fellow students that it is important to respond to course evaluations. <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for favourable conditions:</i> Student unions</p>
<p>2.1.3. The results of course evaluations will be summarised in a course report that will also contain the views of the course coordinator/teacher on the course and proposals on possible measures. The report will be made available to the students and will be presented in connection with the next course introduction.</p> <p>Teachers and other staff responsible for the educational programme will promote an open dialogue with students on the development and renewal of the programme.</p>	<p>Students are expected to take advantage of opportunities to discuss the outcome of course evaluations with teachers and fellow students and to acquaint themselves with the course report concerned.</p> <p>The student unions and student representatives should encourage students to fill in course evaluations as a means of providing constructive criticism and suggestions for improving the course or programme.</p> <p><i>Responsibility for implementation:</i> The student, stu-</p>

<p>Formative evaluations should be used where appropriate in connection with course components as a supplement to summative course evaluations.</p> <p><i>Responsibility for implementation:</i> Teachers, course and/or programme coordinators, course administrators</p>	<p>students' unions and student representatives.</p>
<p>2.1.4. The intended learning outcomes and contents of every educational programme will be systematically and regularly reviewed.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders, course and/or programme coordinators</p>	<p>Students can influence educational programmes by participating in the planning of programmes, as representatives, via the students' unions, in working groups, programme committees/equivalents, department boards or in other ways.</p> <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for favourable conditions:</i> Students' unions</p>
<p>2.1.5. Teaching and learning activities and assessment tasks will be continuously reviewed and developed on the basis of research and knowledge on subject didactics and academic teaching and learning. Encouragement and support will be given to the further development of teaching and learning activities and assessment tasks. Assessment tasks will be varied to avoid certain types of students being at a continuous advantage or disadvantage.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders, course and/or programme coordinators</p>	<p>Students are expected to contribute to the development of the assessment tasks connected with the teaching by providing feedback.</p> <p><i>Responsibility for implementation:</i> The student</p>
<p>2.1.6. Digital developments will be monitored and teachers will be supported in introducing and adapting new technology in teaching and examinations.</p> <p>The University will provide a suitable learning management system that supports educational innovation and the development of teaching and learning activities and assessment tasks and that promotes the use of digital learning environments.</p> <p>The students will be involved in this work and teachers should draw on the experience students have of digital tools, when appropriate.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders, course and/or programme coordinators</p> <p><i>Responsibility for creating conditions:</i> Relevant faculty board/disciplinary domain board, University Director</p>	<p>Students must make use of the supportive tools that are available, explore and contribute to the development of the digital learning environment, and use the tools to promote their own learning and that of their fellow students.</p> <p><i>Responsibility for implementation:</i> The student</p>

2.2 Peer cooperation and exchange of ideas

University responsibility	Student activity
<p>2.2.1. Teachers will be encouraged and supported in seeking, and giving, peer support in educational matters and cooperating within the department and/or programme. Similarly, cooperation across department and faculty boundaries as well as with the library will be supported to take advantage of the University's</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> - Support their fellow students, promote an awareness of rights and obligations, and discuss their own learning in relation to intended learning outcomes and learning activities.

<p>breadth.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders, course and/or programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of department, Chief Librarian</p>	<p>- Strive to create forums to facilitate the exchange of information between students.</p> <p>Experienced students are expected to make themselves available as mentors or in other ways to support new or less experienced students.</p> <p><i>Responsibility for implementation:</i> Students, students' unions, student representatives, student associations</p>
<p>2.2.2. Teacher meetings will be arranged regularly within departments/programmes or faculties to give the teachers an opportunity to discuss the quality, development and renewal of teaching.</p> <p>Student representatives should be invited to participate in the development of teaching.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Heads of department, relevant faculty board/disciplinary domain board</p>	<p>Students can participate in existing forums, such as course or study councils and 'teacher days', in order to discuss the quality, development and renewal of teaching with teachers and/or other students.</p> <p>Students are expected to accept invitations to engage in cooperation and student representatives are expected to contribute to development activities.</p> <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for favourable conditions:</i> Students' unions, student representatives</p>
<p>2.2.3. Teachers will make use of the opportunities offered to learn about their colleagues' experience of teaching classes, as a support in their own development efforts.</p> <p>Excellent teachers should be encouraged and given genuine opportunities to contribute to the strategic development of teaching and education.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p>	<p>Students are expected to draw on their own positive experiences from earlier parts of their education and share them with teachers and fellow students.</p> <p><i>Responsibility for implementation:</i> The student</p>

2.3 Educational leadership

University responsibility	Student activity
<p>2.3.1. Every department and every educational programme will have a clearly identified educational leadership, i.e. one or more individuals responsible for educational leadership.</p> <p><i>Responsibility for implementation:</i> Heads of department, programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Students are expected to find out about/be aware of the educational leaders in their own field and be prepared to take part in dialogue on the quality of their education by providing feedback based on their own experience.</p> <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for creating conditions:</i> Students' unions, student representatives</p>
<p>2.3.2. Staff responsible for educational leadership will evaluate and follow up on the educational activities at the department or in the programme as a whole, and will initiate, stimulate and implement renewal and educational development work.</p> <p><i>Responsibility for implementation:</i> Heads of department, programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant</p>	<p>Students are expected to be prepared to represent fellow students, to pass on information and to provide feedback so as to support educational leaders in initiating, stimulating and implementing renewal and educational development work at appropriate times.</p> <p><i>Responsibility for implementation:</i> The student</p> <p><i>Responsibility for creating conditions:</i> Students' unions, student representatives</p>

<p>faculty board/disciplinary domain board</p> <p>2.3.3. Any member of staff appointed to a position of educational leadership will have suitable basic education in academic teaching and learning, which should include training in educational leadership, or will undergo such training as soon as possible.</p> <p>Educational leaders will base their development work on research and best practice in academic teaching and learning, peer cooperation with teachers and dialogue with students.</p> <p>Faculties, departments and other relevant representatives of the university leadership will support educational leaders in developing their own role, and in initiating, stimulating and implementing educational development work.</p> <p><i>Responsibility for implementation:</i> Heads of department, programme coordinators</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p>	
<p>2.3.4. Educational leaders are expected to create conditions for teachers to develop their teaching skills and to encourage experienced teachers to apply for excellent teacher status.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Heads of department</p>	
<p>2.3.5. Educational leaders will strive to engage excellent teachers in terms of their experience and knowledge and to create conditions enabling them to promote educational and teaching quality and the professional development of other teachers.</p> <p><i>Responsibility for implementation:</i> Directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Heads of department</p>	

3. Professional development in academic teaching and learning and subject didactics

In addition to having a good knowledge of their field, it is important that all teaching staff are **introduced to the task of teaching** and receive basic **training in academic teaching and learning** that meets the Association of Swedish Higher Education recommendations. Moreover, teaching staff will be offered continuing **professional development** in academic teaching and learning and in subject didactics, based on current research on academic teaching and learning.

3.1 Introduction of new teachers

University responsibility	Teacher activity
<p>3.1.1 New teachers, including doctoral students and post-doctoral researchers with teaching duties, will be offered an introduction to teaching duties based on an individual plan. Excellent teachers, experienced teachers or teachers who are trained mentors can serve as mentors for the purpose of this introduction.</p> <p><i>Responsibility for implementation:</i> Heads of department and/or directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Excellent teachers, experienced teachers and teachers who are trained mentors are expected to get involved in the introduction of new teachers and to support their colleagues in their teaching activities.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.1.2. Excellent teachers and other experienced teachers will be offered training as teaching mentors and the opportunity to participate in the mentor network.</p> <p><i>Responsibility for implementation:</i> Heads of department</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p>	<p>Excellent teachers and other experienced teachers should take advantage of the opportunity to train as teaching mentors and participate in the mentor network.</p> <p><i>Responsibility for implementation:</i> Teachers</p>

3.2 Basic training in academic teaching and learning

University responsibility	Teacher activity
<p>3.2.1. Professors, senior lecturers and lecturers will have ten weeks' training in academic teaching and learning based on the Association of Swedish Higher Education recommendations on goals for professional training in academic teaching and learning or equivalent acquired and documented knowledge. If the position includes supervising duties, relevant supervisor training will be included.</p> <p>A newly employed teacher who needs supplementary training in teaching and learning will be given the opportunity to undergo this as in-service professional development within two years of their appointment. A plan for this will be drawn up at the time of appointment.</p> <p><i>Responsibility for implementation:</i> Heads of department, directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Hu-</p>	<p>Teachers should draw up a plan, together with the director of studies or equivalent, describing how the basic training in teaching and learning will be obtained.</p> <p>Teachers participating in training in academic teaching and learning must make constructive suggestions on how this training can be further developed. The teachers are also expected to contribute constructively to peer learning in higher education programmes by participating actively in exercises, discussions and exchange of experience.</p> <p><i>Responsibility for implementation:</i> Teachers</p>

man Resources Division, head of Division for Quality Enhancement, head of department	
<p>3.2.2. Doctoral students and post-doctoral researchers with teaching duties will have five weeks' basic training in academic teaching and learning based on the Association of Swedish Higher Education recommendations on goals for professional training in academic teaching and learning or equivalent acquired and documented knowledge.</p> <p><i>Responsibility for implementation:</i> Heads of department, directors of doctoral studies, supervisors</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement, head of department</p>	<p>Supervisors and doctoral students will jointly plan for the implementation of basic training in academic teaching and learning within the framework of the doctoral programme.</p> <p><i>Responsibility for implementation:</i> Doctoral students, supervisors, directors of studies</p>

3.3 Continuous professional development

University responsibility	Teacher activity
<p>3.3.1. Teachers will be entitled to recurrent professional development in academic teaching and learning and subject didactics. An individual development plan will be drawn up in consultation with the director of studies/person responsible for educational leadership.</p> <p><i>Responsibility for implementation:</i> Heads of department, directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Teachers must contribute to the drawing up of an individual development plan for professional development in academic teaching and learning and subject didactics.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.3.2. Various forms of university-wide training in academic teaching and learning will be provided to facilitate the professional development of teaching staff.</p> <p><i>Responsibility for implementation:</i> Head of Division for Quality Enhancement</p> <p><i>Responsibility for favourable conditions:</i> University Director</p>	<p>On the basis of their individual development plan, teachers must participate in the professional development in academic teaching and learning and subject didactics offered by the University.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.3.3. The University will offer domain-wide support for building up and implementing training courses in academic subject didactics at faculty level, preferably with the participation of excellent teachers.</p> <p><i>Responsibility for implementation:</i> Senior faculty administrators, relevant faculty board/disciplinary domain board</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Excellent teachers and teachers with subject didactic expertise should involve themselves in planning and implementing continuing professional development in subject didactics for their colleagues.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.3.4. Teachers at the various faculties will be offered supplementary training in academic subject didactics.</p>	<p>Teachers are expected to participate in subject didactic courses organised in their field to develop their own competence and to contribute to the course by their</p>

<p><i>Responsibility for implementation:</i> Relevant faculty board/disciplinary domain board</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>knowledge and experience.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.3.5. Teachers should be encouraged and enabled to follow the development of academic teaching and learning and subject didactics, nationally and internationally, and given the opportunity to discuss and disseminate knowledge about this among the faculty.</p> <p><i>Responsibility for implementation:</i> Heads of department, directors of studies/educational leaders</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p>	<p>Teachers are expected to follow developments in academic teaching and learning and subject didactics and to share their ideas and experiences among the faculty.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>3.3.6. Professional development for teachers should integrate the perspective of students and support and encourage student-centred learning and active student participation.</p> <p><i>Responsibility for implementation:</i> Heads of department and/or directors of studies/educational leaders, head of Division for Quality Enhancement</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Where relevant when planning and implementing teaching, teachers must involve the students and encourage active student participation.</p> <p><i>Responsibility for implementation:</i> Teachers</p>

4. The legitimacy of teaching in terms of career building

Knowledge of academic teaching and learning, commitment and **teaching skills** along with an ability to promote a good environment for teaching and learning **will have an explicit value as a career qualification** for positions that include teaching and learning activities. The University will provide a variety of support options to teaching staff committed to the development of their own and others' competence as a teacher, the act of teaching and quality learning environments, including eLearning. The University will **utilise the competence of excellent teachers and other educationally skilful teachers**, for example by empowering them with responsibilities as educational coordinators, educational experts and teaching mentors. The University will involve excellent teachers in educational planning and in supplementary training in subject didactics.

4.1 Reviewing teaching qualifications

University responsibility	Teacher activity
<p>4.1.1. In applications for positions involving educational duties or responsibility, the applicant's teaching qualifications will be described, reviewed and evaluated with reference to the specific position. At least one expert will always perform a special review of teaching and learning skills, in accordance with the Appointment Regulations. The expert should be an excellent teacher, a specialist in subject didactics or a skilful teacher in the subject area concerned and must have expertise in the evaluation of teaching skills.</p> <p>Excellent Teachers, specialists in subject didactics and teachers with teaching expertise should be given opportunities and encouraged to take on assignments as teaching experts.</p> <p><i>Responsibility for implementation:</i> Relevant faculty board/disciplinary domain board, directors of studies/educational leaders, heads of department</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board</p>	<p>Excellent teachers, specialists in subject didactics and other skilful teachers should be prepared to undergo training as teaching experts and to take on teaching expert tasks.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>4.1.2. The University will provide opportunities for training as teaching experts and support in finding suitable teaching experts in recruitment processes.</p> <p><i>Responsibility for implementation:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, University Director</p>	

4.2 Teaching portfolio development

University responsibility	Teacher activity
<p>4.2.1. Teachers will be informed of the importance of documenting their teaching experience and qualifications and ways in which this can be provided. All teachers will be offered training in documenting teaching experience and qualifications/experiences and competences in teaching and learning within the framework of a teaching portfolio.</p>	<p>Teachers should systematically and continuously document their teaching experience and qualifications in a teaching portfolio.</p> <p><i>Responsibility for implementation:</i> Teachers</p>

<p><i>Responsibility for implementation:</i> Heads of department</p> <p><i>Responsibility for creating conditions:</i> Relevant faculty board/disciplinary domain board, head of Division for Quality Enhancement</p>	
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4.3 Teaching excellence

University responsibility	Teacher activity
<p>4.3.1. The University will offer support to members of the teaching staff who intend to apply for excellent teacher status.</p> <p><i>Responsibility for implementation:</i> Relevant faculty board/disciplinary domain board</p> <p><i>Responsibility for favourable conditions:</i> Head of Division for Quality Enhancement, head of Human Resources Division</p>	<p>Excellent teachers and teaching experts should contribute to the support provided to members of the teaching staff who intend to apply for excellent teacher status.</p> <p><i>Responsibility for implementation:</i> Teachers</p>
<p>4.3.2. The University will encourage and give excellent teachers opportunities to disseminate sound teaching practices in the University as well as nationally and internationally.</p> <p>The University will initiate and support networks for excellent teachers to enable them to disseminate experience and knowledge and to support one another, and will initiate opportunities to participate in research in academic teaching and learning, especially across subject and disciplinary domain boundaries.</p> <p><i>Responsibility for implementation:</i> Heads of department</p> <p><i>Responsibility for favourable conditions:</i> Relevant faculty board/disciplinary domain board, Division for Quality Enhancement, University Director</p>	<p>As far as possible, excellent teachers should take advantage of opportunities to disseminate good teaching practices in the University as well as nationally and internationally.</p> <p><i>Responsibility for implementation:</i> Teachers</p>