



QUALITY IN EDUCATION

ACTION PLAN 2017–2022 // UNIVERSITY OF BERGEN

WE LEARN

Through our wide range of study programmes, we educate UiB students to actively contribute to a society based on knowledge, expertise and democratic values.

Education is the cornerstone of the University of Bergen's vision: **Knowledge that shapes society**. This action plan contributes to systematic and targeted work on educational quality for the benefit of students, the university and the wider society:

- Through high quality educational programmes, our candidates develop knowledge, skills and personal characteristics through high quality educational programmes.
- We are building disciplinary self-understanding and integrity in the university community through the development of high quality education.
- The University of Bergen contributes to meeting society's needs for a qualified workforce and for a critical, reflective citizenry by offering high quality education.

The action plan is founded on three central principles:

Student-centered. The quality of education is reflected in our students' experiences; what they learn and how they develop academically, professionally, and as individuals during their studies. The University of Bergen offers students academically strong educational opportunities with constructive alignment between learning outcomes, teaching and learning activities, and assessment. Through study at the University of Bergen, our students cultivate their academic and personal capacities, and are included in strong learning environments with far-reaching academic opportunities. They develop their capacity for learning in the context of positive physical, digital, academic and social conditions at UiB.

Quality Culture. The quality of education is a collective responsibility at the University of Bergen. All of our staff, leadership and students are aware of their role, responsibility and opportunities to contribute to educational quality, and the University of Bergen facilitates these contributions with assistance, support and recognition. The term 'teachers' includes all who teach as part of their work responsibilities, and the term 'educational community' includes all student and staff groups at the University of Bergen

An open university. The University of Bergen is open to society and the world. We seek solutions with the help of new technologies, and across disciplines. Students' desire to learn, their

criticality and creativity are stimulated by early encounters with research and work life, in a context marked by interdisciplinarity, equality, inclusion of international students and staff, international exchanges and a supportive academic community.

This action plan holds the study programmes accountable, with heads of study programmes, teachers and administrative staff representing the operational level of educational activities. This is also predicated upon accountability and follow-up by individual departments and faculties.

The action plan is anchored in the University of Bergen's strategy "Ocean, life, society 2016–2022", the White Paper "Quality Culture in Higher Education", the national Quality Assurance Regulations and Academic Supervision Regulations. This action plan complements and must be seen in relation to the University of Bergen's other plans of action. These plans include: *Internationalisation; The learning environment Continuing education, Equality, Diversity and Inclusion*, and *Cooperation with working life*. The goals and activities within the scope of these plans, though they may also be relevant to educational quality, are not included here.

In the four prioritised areas of the action plan, sub-goals and activities are directed towards *education's form and content; students and staff as participants in a learning community; educational leadership; and infrastructure*.

Terminology assistance

SA: Division of Academic Affairs (administrative unit)

Sammen: The Student Welfare Organisation

U-Ped: Program for University Pedagogy: UiB's academic development unit

UB: University Library

UU: Education Committee

SVT: Centre for the Study of the Sciences and the Humanities

IT: IT division

EIA: Estate and Facilities Management division

AREAS OF PRIORITY FOR QUALITY IN EDUCATION FOR THE PERIOD 2017–2022

A. AREA OF PRIORITY: THE UNIVERSITY OF BERGEN'S STUDY PROGRAMMES SHALL BE RELEVANT, RESEARCH-BASED AND OF SUPERIOR QUALITY

SUB GOALS	MAIN ACTIVITIES	RESPONSIBLE	TIME FRAME
SUB GOAL 1: The University of Bergen will work systematically to achieve holistic study programmes with alignment between learning outcomes, teaching and learning activities, and assessment.	Revise UiB's quality assurance system to make it a good tool for the systematic and knowledge-based evaluation and development of educational programmes.	SA, the Faculties	2018
	Use varied teaching and assessment methods that engage students actively and that promote learning in all study programmes. These methods should be described and justified in the programme description.	Study programmes	Entire period
	Integrate opportunities for personal development in all study programmes through experiences such as Major Issues seminars, supervised professional placements/internships, research experience, international exchange or work-life experience.	Study programmes	Entire period
	Expand opportunities for students to take Major Issues in Research and Society seminars, highlighting them as relevant, interdisciplinary elective courses in the study programmes.	SVT, the Faculties	2019
	Meet the students with a clear expectation that they should participate in international exchange as part of their degree program.	The Faculties, Departments, study programmes	Entire period
	Offer at least one semester of study abroad in all study programmes (at least three months in professional study programmes). The study period abroad shall have high academic quality, and be clearly presented in the programme description and in the individual education plan.	Study programmes	2019
	Increase the number of international English-language courses in study programmes.	Study programmes	Entire period
	Establish a trial scheme in which students who do not choose to study abroad must actively opt out from such studies and instead take an international English-language course at the University of Bergen.	The Faculties, Study programmes, SA	2018
SUB GOAL 2: Digitisation for Learning – The University of Bergen should be in the forefront of development and use of learning-enhancing digital tools for teaching and assessment	Create one interdisciplinary bachelor's level course and one master's level course preparing students to engage in innovation and entrepreneurship.	The Faculties, Study programmes, SA	2018/2019
	Further strengthen the University of Bergen's commitment to digital learning to ensure strong technical, practical and pedagogical support and competence in the academic environments, including establishing the Learning Lab as a visible, accessible and outreach resource.	U-Leadership, SA, IT, the Faculties, Study programmes:	Entire period
	Use relevant digital tools that raise the quality of education and assessment.	Study programmes	2018
	Invite project funding applications for development, use and evaluation of learning-enhancing digital tools and aids.	U-Leadership, Study programmes	2018
SUB GOAL 3: Education at the University of Bergen is research-based. This means both that we integrate students in our research and research community, and that both subject content and teaching methods are research-based.	Include digital competence and digital skills in the learning outcomes for all study programmes.	Study programmes	Entire period
	Establish courses in the first years of study where students can participate in research and the research process.	Study programmes	Entire period
	Ensure that all students learn about and gain experience in using the scientific methods of the given discipline.	Study programmes	Entire period
	Ensure that teaching and assessment methods used are based on research on what promotes learning.	Study programmes, teachers	Entire period
SUB GOAL 4: Interaction with societal actors will ensure relevance in education. The knowledge clusters are an important arena for cooperation.	Develop academic writing support that is integrated in the study programmes, aligned with information literacy and academic integrity training.	Faculties, UB, SA	2018/2019
	Introduce at least one work placement course, or a course in which work experience is an integral part, in all study programmes.	Study programmes, the Faculties	Entire period
	Establish mechanisms to involve relevant societal actors in the development of all study programmes.	Study programmes, the Faculties	2019
	Develop the University of Bergen's career guidance through collaboration between Sammen Career and Counselling and the study programmes.	The Faculties, Sammen	2018
Establish mutually binding agreements regarding internships/work placements training in the professional education programmes. The agreements shall clarify responsibility and ensure quality.		Study programmes, the Faculties, SA	2018

B. AREA OF PRIORITY: STUDENTS AND EMPLOYEES AS ACTIVE AND EQUAL PARTICIPANTS IN LEARNING COMMUNITIES

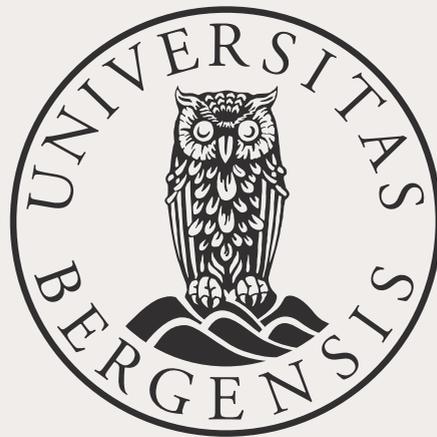
SUB GOALS	MAIN ACTIVITIES	RESPONSIBLE	TIME FRAME
SUB GOAL 1: Students have genuine influence, and take responsibility for their own learning	Involve students early in processes that determine the design of study programmes and teaching.	The Faculties, Study programmes and students	Entire period
	Stimulate and motivate students to make significant and active efforts in their learning, and to develop insight into their own learning processes.	The Faculties, Study programmes, teachers and students	Entire period
	Strengthen the active use of student course and programme evaluations to enhance teaching quality. Make the principal findings and follow-up plans available in the Study Quality Database.	SA, the Faculties, Study programmes, teachers and students	Entire period
SUB GOAL 2: The University of Bergen's employees shall have a scholarly teaching practice	Expand the teachers' opportunities to develop their teaching practices throughout their academic career through various forms of pedagogical competence enhancement.	U-Leadership, the Faculties, Departments, U-ped, teachers	Entire period
	Stimulate teachers to adopt a scholarly approach to their own teaching practices, based on systematic evaluation and knowledge-based development of courses and programmes.	U-Leadership, U-ped, the Faculties, Departments and teachers	Entire period
	Facilitate teachers' use of UiB's quality assurance systems to document their course development and educational enhancement efforts systematically. Inspire teachers to engage with the quality assurance system.	Teachers	Entire period
	Encourage teachers to share their experiences at local and central meeting places as part of their systematic quality work. Facilitate the development of formal and informal meeting places for sharing experiences with quality and development work.	Teachers, the Faculties, Study programmes, U-ped and others	Entire period
SUB GOAL 3: Collegiality and integration of all students and staff in professional and social community.	Make sure to integrate students in the collegial academic and social community – through targeted measures in all study programmes, such as active learning methods in teaching, internships/work placements, supervision and mentoring.	Study programmes, the Faculties, students	2018
	Integrate all groups of staff and highlight their contributions to the academic teaching community. The community includes teachers, technical and administrative staff, educational experts and leaders.	Staff and leadership on all levels	Entire period
	Through directed, purposeful measures, enhance professional teaching collegiality and cooperation.	U-Leadership, the Faculties, Study programmes, teachers and students	Entire period
	Include and integrate international students in academic and social communities.	Study programmes, the Faculties, students	Entire period

C. AREA OF PRIORITY: EDUCATIONAL LEADERSHIP

SUB GOALS	MAIN ACTIVITIES	RESPONSIBLE	TIME FRAME
SUB GOAL 1: Leadership that takes responsibility	Require a teaching portfolio as documentation at appointment and promotion, and replace trial lectures with trial teaching.	The Board, UU, HR, the Faculties	2018
	Practice and enforce the requirement of basic pedagogical competence within one year of appointment.	The Faculties	2018
	Integrate educational leadership as a topic in the University of Bergen's leadership development at all levels.	U-Leadership, the Faculties	2018
	Establish arenas for policy and strategy development to strengthen the quality and scope of internationalisation in education.	U-Leadership, Faculty leadership, SA	2018
	Develop a mandate for the Heads of Study Programmes.	UU	2018
	Require study programmes to provide an annual report on progress and activities according to the present action plan, and ensure feedback to the study programmes.	Study programmes, the Faculties, UU	Entire period
SUB GOAL 2: Supportive Leadership– The University of Bergen shall facilitate a quality culture through opportunities for development and arenas for collaboration and sharing of experience.	Refine and strengthen the university's range of pedagogical courses, focusing on the needs and opportunities of the academic environments.	U-ped, the Faculties	2019
	Ensure that PhD candidates with teaching duties receive professional pedagogical training in line with other teachers.	U-ped, the Faculties, HR	2018/2019
	Identify the overall need for initiatives and resources to strengthen the pedagogical competence for all staff categories.	U-ped, the Faculties, HR	2017
	Clarify that time used for enhancement and development of courses, programs and teaching is an integral part of the teaching percentage for all academic positions.	U-Leadership, the Faculties, Departments, HR	2017
	Provide and ensure an active and positive academic environment for educational research on teaching and learning in higher education across disciplines.	U-Leadership, the Faculties	2018
SUB GOAL 3: Supportive leadership.	Give equal status and weight to teaching and research competence and quality at appointment, promotion and decisions about pay raises.	U-Leadership, the Faculties, HR	2017
	Implement and further develop the Excellent Teaching Practitioner merit scheme, and the Pedagogical Academy.	U-Leadership, the Faculties, UU	2021
	Develop incentive schemes for excellent environments and projects, including a requirement to share experiences.	U-Leadership, the Faculties, UU	2021

D. AREA OF PRIORITY: SYSTEMS AND INFRASTRUCTURE

SUB GOALS	MAIN ACTIVITIES	RESPONSIBLE	TIME FRAME
SUB GOAL 1: Strengthen educational development support functions	Create a resource portal that highlights and gathers information about available resources and meeting places, as well as good examples of educational development.	SA, IT, the Faculties, UB	2018
	Further develop Mitt UiB and ensure coordination with other systems so that students and employees have efficient and functional tools for communication, learning and assessment.	SA, IT, UB	Entire period
	Ensure digital and technical support tailored to the needs of the academic environments, including both students and staff.	SA, IT, UB, Learning Lab	2019
	Ensure pedagogical support for academic environments in programme development, evaluation, and revision.	U-ped, SA, UB, the Faculties	2018
SUB GOAL 2: The learning environment – The University of Bergen shall have a broad approach to learning environments, which includes the physical, digital, and psychosocial learning environment, as well as the world around us.	Prioritise teaching and learning activities in the use and conversion of space.	EIA, U-Leadership, the Faculties, UB	Entire period
	Use pedagogical competence in the planning stages of space and areas to ensure optimal conditions for learning.	U-ped, EIA, U-Leadership, the faculties, UB	Entire period
	Prioritise rooms that facilitate active and flexible teaching and learning activities.	EIA, U-Leadership, the Faculties, UB	Entire period
	Implement plans of action for learning environments, digitalisation, internationalisation, and HSE that take into account students' learning on and off campus.	U-Leadership, the Faculties, UB	Entire period



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