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## Annex for the management and development of education at the first and second cycle level

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## 1. Introduction

All higher education in Sweden must, according to the Swedish Higher Education Act, maintain high quality.<sup>1</sup> Quality work is a joint concern for staff. Everyone, regardless of whether they work at departments or within administrative support, must contribute to follow-up, development, and improvement of the activities to ensure high quality in education.<sup>2</sup>

Departments are responsible for quality assurance and development of their programmes and courses at the first and second cycle level. Faculty boards contribute to quality assurance, among other things through follow-up and evaluation of programmes, and professional services (VSS) offer support to the departments in areas such as student recruitment, internationalisation, and education administration.

## 2. Definitions

What is hereafter referred to as **education** refers to programmes and courses at the first and second cycle level.

**The educational management function** is a group of employees at the university who have different roles in the work of managing and developing education.

**A course group** is a thematic grouping by the department of courses within one or more related topics.

## 3. Framework for educational responsibility and delegation

For education, the provisions of the Swedish Higher Education Act apply. The vice-chancellor's decision and delegation order regulates which decision-making mandates the head of department has regarding education, the responsibilities of the educational management function, the assignments included in the function, as well as the competence requirements for the programme director, education leader for course groups and course examiner.<sup>3</sup> Competence requirements for the head of education are regulated in the Guidelines for recruitment and appointment of head of department, head of education, and head of division.<sup>4</sup> Additional regulations may be found in each department's further delegation.

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<sup>1</sup> The Swedish Higher Education Act (1992:1434) Chapter 1 Section 4

<sup>2</sup> Quality Policy for Luleå University of Technology LTU-4193-2024

<sup>3</sup> The Vice-Chancellor's decision and delegation rules for LTU LTU-1158-2025

<sup>4</sup> Guidelines for recruitment and appointment of head of department, head of education, and head of division LTU-2276-2021

## 4. Purpose of the annex

The annex covers the tasks included in the work with the management and development of education and supplements the vice-chancellor's decision and delegation order. The purpose of the annex is to clarify what is included in the departments in the work of managing and developing education and to clarify who is responsible for what.

The annex does not constitute a detailed job description of how the work is to be carried out in practice. Each department decides the scope of the assignments, how the tasks should be performed, which collegial structures are needed, and how roles can be combined, both within the educational management function and in relation to other assignments and roles.

### 4.1 Delimitation

This annex is limited to the department's management and development of education and therefore covers the roles that have an overall responsibility for this work. Teachers play a key role in ensuring that teaching maintains high quality, in collaboration with other actors within the educational activities. This requires that they keep themselves updated with developments in their subject area – both scientifically/artistically and pedagogically – as well as with societal developments relevant to their work at the university.<sup>5</sup> The responsibility for the department's management and development of education, however, lies with specific roles at the department, and it is these roles that are covered by this annex.

The annex does not cover contracted education or third cycle (doctoral) education. Contracted education is regulated in the Guidelines for contract education<sup>6</sup> and doctoral education is regulated in the Guidelines for doctoral education at Luleå University of Technology.<sup>7</sup>

## 5. Roles at the department covered by the annex

At each department there is an educational management function responsible for the work of managing and developing education, led by a head of education. The function includes education leaders for course groups, programme directors, course examiners, and course coordinators.<sup>8</sup>

The educational management function is responsible for ensuring that the department's education maintains high quality, meets society's needs, and is aligned with the university's

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<sup>5</sup> The Swedish Higher Education Act (1992:1434) Chapter 3 Section 1

<sup>6</sup> Guidelines for contract education at Luleå University of Technology LTU-4227-2018

<sup>7</sup> Guidelines for third-cycle (doctoral) courses and programmes at Luleå University of Technology LTU-4085-2021

<sup>8</sup> The Vice-Chancellor's decision and delegation rules for LTU LTU-1158-2025

vision. This takes place through development, evaluation, and ensuring work-life relevance where applicable. When deficiencies or unsatisfactory study performance are detected, measures are taken.<sup>9</sup>

The following roles are not included in the educational management function but contribute in different ways to the work of developing the department's education. According to the vice-chancellor's decision and delegation order<sup>10</sup> the heads of subject are responsible for:

- Contributing to the development and renewal of the department's educational activities.
- Providing and developing relevant competence for courses and programmes at both the first and second cycle level, in connection with the research subject.
- Contributing to ensuring that the knowledge development within the research subject is made available to the educational management function, so that education at the first and second cycle level can be conducted in close connection with research.

The head of division plans, leads, develops, and follows up the division's activities.<sup>11</sup> Education administrators support the work through the tasks specified below.

## 6. High quality in education

To ensure high quality in education, collaboration between several actors within the university is required.

### 6.1 High quality in education

Activities must be organised in such a way that high quality in education is achieved. Available resources must be used efficiently to maintain high quality.<sup>12</sup> To ensure this, it is crucial that education leaders for course groups, programme directors, and course examiners collaborate closely both within and across departments. Education leaders for course groups are responsible for the course offerings within the course group, ensuring that courses within the group have relevant content, and making sure that all relevant views and proposals are considered when revising courses. Programme directors are responsible for ensuring that the programme content fulfils the degree objectives, and course examiners for ensuring that students achieve the learning outcomes of the course.

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<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> The Swedish Higher Education Act (1992:1434) Chapter 1 Section 4

When new courses are proposed, following from new programme proposals or revision of existing programmes, anchoring must take place with the heads of education at the relevant departments. For content-related changes in courses offered in several programmes, it is important that the relevant programme directors are given the opportunity to provide input before the course syllabus revision is submitted for decision. Furthermore, it is of great importance that programme directors are given the opportunity to propose changes to courses when needed. This annex establishes tasks and emphasises the importance of collaboration but leaves the details of implementation to the relevant roles.

## 6.2 Connection to research

Higher education must be based on scientific or artistic grounds<sup>13</sup> and have a close connection to research.<sup>14</sup> This means that education should reflect the development of knowledge within the subject. To ensure research-based educational content, collaboration is required between heads of subject, heads of division, education leaders for course groups, and course examiners.

- Head of subject contributes with current research and creates conditions for integrating the development of knowledge within the subject into the department's education.
- Head of division decides which staff are available for course staffing.
- The education leader for course groups is responsible for staffing courses using the personnel provided by the head of division.
- Course examiners ensure that learning outcomes are aligned with research developments, that the course literature is relevant, and that students are examined in ways that reflect scientific methods and critical thinking.

Through collaboration between these actors, it is ensured that courses develop in line with the advancement of knowledge.

## 7. Management and development of education at the first and second cycle level

### 7.1 Head of education

The head of education is responsible for and leads the department's educational management function and, in close dialogue and collaboration with the head of department,

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<sup>13</sup> Ibid. Chapter 1 Section 2

<sup>14</sup> Ibid. Chapter 1 Section 3

handles strategic and operational department-wide educational matters.<sup>15</sup> Responsibilities and mandate of the head of education include:

- To represent the department together with the head of department, and to present the department's position in internal and external contexts regarding department-wide educational matters.
- To ensure that the department's programmes and courses meet society's needs and are aligned with the university's needs and vision.
- To ensure work-life relevance in programmes and courses where applicable.
- To ensure the development and evaluation of programmes and courses.
- To prepare and submit the department's proposals regarding programme offerings and capacity to the faculty boards.
- To prepare and submit the department's proposals regarding course offerings and capacity to the vice-chancellor.
- To initiate and submit proposals to the faculty boards regarding new programmes or discontinuation of existing programmes, based on strategic analyses and in consultation with the head of department, programme directors, and the department's management group.
- To submit proposals to the faculty boards regarding programme revisions.
- To take necessary measures concerning programmes and courses when deficiencies have been identified.
- To take necessary measures when study performance or retention rates are unsatisfactory.
- To take measures regarding programmes based on recommendations from external and internal evaluations.
- To take measures when programme councils are not conducted according to established procedures.
- To participate in dialogue with faculty boards, student unions, administrative support, and educational management functions at other departments, in the development and coordination of education and programme offerings to ensure effective use of the university's resources.
- To ensure collaboration between the educational management function and stakeholders of education.
- To participate in working groups related to the assignment.

## 7.2 Education leader for course groups

The education leader for course groups is responsible for ensuring that courses within a course group maintain high quality, initiating and carrying out development and

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<sup>15</sup> The Vice-Chancellor's decision and delegation rules for LTU LTU-1158-2025

improvements, and supporting matters assigned by the head of education.<sup>16</sup> Responsibilities and mandate of the education leader for course groups include:

- To prepare and submit proposals for the offerings and capacity of courses within the course group to the head of education.
- To propose to the head of education, when necessary, the discontinuation of courses within the course group.
- To ensure the relevance of the course content, in consultation with the head of subject and, when necessary, programme directors.
- To ensure that course syllabi within the course group meets national and local requirements and reflects the content and implementation of the course.
- To engage in dialogue with course examiners, when necessary, regarding the choice and design of forms of examination.
- To analyse study performance for courses within the course group.
- To follow up to ensure that course development reports exist for all course instances within the course group.
- To report to the head of education if necessary measures are not taken by the course examiner when development areas are identified.
- To ensure that all relevant views and proposals are considered in proposals for course revisions.
- To define resource and competence needs for all courses within the course group after dialogue with programme directors.
- To plan course staffing based on available resources, after dialogue with heads of division, heads of subject, and, when necessary, programme director(s).
- To act as the department's representative in student-specific matters concerning courses within the course group, where the matter cannot be handled by the course examiner, course coordinator, or programme director.
- To participate in working groups related to the assignment.

### 7.3 Programme director

The programme director is responsible for ensuring that the programme maintains high quality, and for initiating and carrying out development and improvements.<sup>17</sup>

Responsibilities and mandate of the programme director include:

- To, when necessary, initiate and submit proposals to the head of education for revisions of the programme syllabus, after consultation with education leader for course groups and the programme council.

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<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

- To, when necessary, initiate and submit proposals to the education leader for course groups regarding changes in existing courses, after dialogue with the course examiner.
- To ensure that the programme content guarantees that students, after completing the programme, have achieved the intended degree objectives.
- To continuously conduct environmental scanning and analysis of application numbers, study performance, retention rates, and awarded degrees. When needed, take initiatives for measures and renewal of the programme.
- To ensure regular evaluation of the programme, for example by following up programme surveys, alumni surveys, work-life relevance, and internationalisation, and to take initiatives for development and improvement of the programme.
- To ensure that the programme is described and analysed in internal and, where applicable, external evaluations, and to take measures following recommendations.
- To maintain continuous dialogue with stakeholders of the programme.
- To ensure that adaptations are made to the programme based on changing needs in working life.
- To ensure that programme councils are conducted in accordance with established procedures.<sup>18</sup>
- To report to the education leader for course groups if necessary measures are not taken by those responsible when development areas are identified.
- To represent the programme and present the department's position in internal and external contexts in matters concerning the programme.
- To be in contact with students on the programme and be available to handle issues related to the programme.
- To participate in working groups related to the assignment.

## 7.4 Course examiner

The course examiner is responsible for examinations, for awarding grades in completed courses<sup>19</sup>, for ensuring that the course maintains high quality, and for initiating and carrying out development and improvements.<sup>20</sup> Responsibilities and mandate of the course examiner include:

- To ensure that students have achieved the intended learning outcomes after passing the course.
- To ensure regular evaluation of the course and take initiatives for development.
- To create and document course development reports according to instructions.<sup>21</sup>

<sup>18</sup> Arbetsrutin för programråd LTU-5104-2023

<sup>19</sup> The Higher Education Ordinance (1993:100) Chapter 6 Section 18

<sup>20</sup> The Vice-Chancellor's decision and delegation rules for LTU LTU-1158-2025

<sup>21</sup> Arbetsrutin för kursvärdering LTU-2874-2020

- To ensure that the teaching, learning activities, and examination are linked to the learning outcomes of the course and to relevant research.
- To consider the risk of disciplinary offences when choosing and designing forms of examination.
- To handle grading matters in accordance with fair examination<sup>22</sup> and to act objectively, impartially, and treat students according to the principle of equal treatment.
- To give statements regarding approval or rejection of applications for credit transfer.
- To regularly analyse study performance and, when needed, take initiatives for measures and renewal of the course.
- To propose revisions of the course syllabus, after dialogue with the programme directors and the education leader for course groups, when relevant or required.
- To select course literature suitable for the learning outcomes and implementation of the course, and to evaluate whether it needs to be changed for upcoming course instances. This includes keeping updated with current research relevant to the course.
- To initiate and submit proposals for new courses to the education leader for course groups and/or discontinuation of courses, after consultation with programme directors, when relevant or required.
- To ensure that improvement proposals from the programme council are addressed and feedback is given to the programme council regarding the measures taken.
- To report to the education leader for course groups if necessary measures are not taken by those responsible when development areas are identified.
- To respond to questions regarding examination.
- To participate in working groups related to the assignment.

## 7.5 Course coordinator

The course coordinator is responsible for ensuring that the implementation of a course instance maintains high quality.<sup>23</sup> Responsibilities of the course coordinator include:

- To ensure that the course follows the course syllabus.
- To create, for each course instance, the content of a course room with study guides and other relevant information.
- To ensure that students, at the start of each course instance, are informed about course development carried out.<sup>24</sup>

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<sup>22</sup> Swedish Higher Education Authority, Fair examination

<sup>23</sup> The Vice-Chancellor's decision and delegation rules for LTU LTU-1158-2025

<sup>24</sup> Arbetsrutin för kursvärdering LTU-2874-2020

- To report to the education leader for course groups if necessary measures are not taken by those responsible when development areas are identified.
- To be in contact with students on the course and be available to answer questions.
- To participate in working groups related to the assignment.

## 7.6 Education administrator

Education administrators shall support the educational management function in the work of managing and developing education with the following tasks:

- To, prior to the vice-chancellor's decision on the programme offerings, support the head of education with the department's proposal on programme offerings by initiating the work and compiling the proposal.
- To, prior to the finalisation of programme syllabi, support the head of education with materials regarding proposed revisions of programme syllabi by initiating the work and compiling the proposals.
- To, prior to the vice-chancellor's decision on capacity planning, support the head of education with the department's proposal on planning numbers for programmes by initiating the work and compiling the proposal.
- To, prior to the establishment of course syllabi, support the education leader for course groups with materials regarding new courses and proposed revisions of existing courses by initiating the work and compiling the changes.
- To, prior to the vice-chancellor's decision on course offerings, support the education leader for course groups with the department's proposal on course offerings by initiating the work and compiling the proposal.
- To support the education leader for course groups, regarding necessary considerations, in student-specific matters related to courses, where the matter cannot be handled by the course examiner or course coordinator.
- To follow up that course evaluations have been activated and to inform the education leader for course groups about this.
- To support the education leader for course groups by making a register of uploaded course development reports.
- To support programme directors, regarding necessary considerations, in student-specific matters related to programmes.
- To report to the education leader for course groups if necessary measures are not taken by those responsible when development areas are identified.
- To participate in working groups related to the assignment.