

Quality Assurance System for Education at Østfold University College

Description of the Quality Assurance System for Education

Adopted by the University College Board on 20.06.2019

Accepted by NOKUT on 22.04.2021

Revised by the University College Board on 15.06.2023



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Introduction

This document is a system description that provides a general presentation of the quality assurance system. The system description covers the processes in the University College's quality assurance system and shows how responsibilities and tasks are distributed. A complete overview and description of all parts of the system (routine descriptions, mandates, templates and guidelines) can be found on the University College's website hiof.no.

Quality is key to all education provided at Østfold University College. In order to promote high quality, it is important to have a quality assurance system that provides a good framework for targeted, systematic work to ensure that the University College focuses on educational quality at all levels.

The goals for the quality assurance system are as follows:

- The students and staff want and are willing to ensure and further develop the quality of education. The quality assurance system will provide relevant knowledge in their work of assessing the quality of programmes and implementing measures based on this knowledge.
- The quality assurance system must ensure continuous development of the educational activities, as well as identify all instances where the University College's own quality requirements are not met, and ensure that measures are initiated.
- Quality assurance, quality development and any non-conformity management must be followed up at the lowest possible level in the organisation. In addition, it must be ensured that relevant information is reported to the responsible level. The quality assurance system will provide the responsible parties with the management information necessary to make strategic decisions regarding quality development.

An effective quality culture is developed and stimulated through good collaboration between students and staff, and systematic evaluation arrangements. The quality assurance system will help ensure that students achieve the defined learning outcomes in courses and programmes of study, and are prepared for a changing working and social life. The quality assurance system is organised around courses, programmes of study and the portfolio of studies, with a clear focus on students' learning and learning outcomes. Results and assessments of the ongoing quality assurance work will be included in the platform of knowledge for the strategic development of the University College's overall portfolio of studies.

The quality assurance system covers all courses, one-year programmes, bachelor's degree programmes, master's degree programmes, PhD programmes, and continuing and further education programmes at Østfold University College, and builds on the following principles:

- The quality assurance work is based on six educational areas of quality.
- The quality assurance work in courses, programmes of study and the portfolio of studies is key.
- Quality assurance, quality development and non-conformity management must be followed up at the lowest possible level.
- There is student participation at every level.
- There are distinct roles with clearly defined responsibilities and tasks.

- There is coherence in the quality assurance reports.
- Quality assurance work is a continuous process that takes place in both the small and large quality loops, and which follows the phases in the quality circle, see Figure 1.

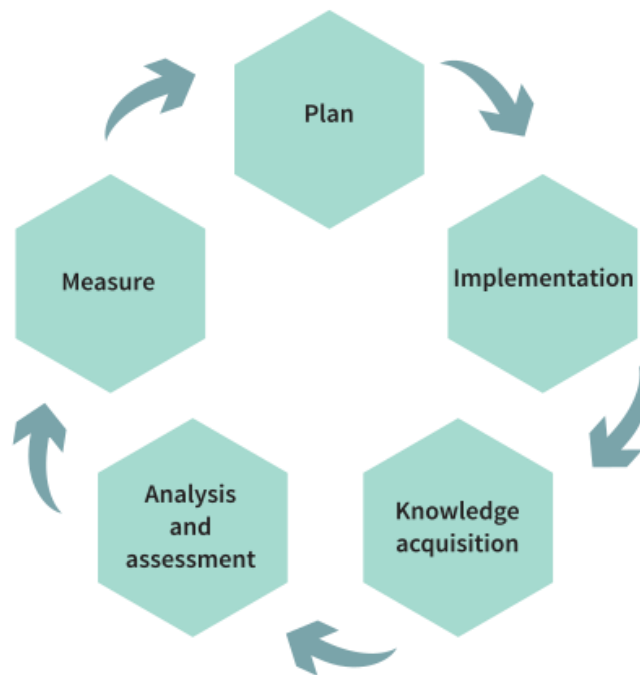


Figure 1. The phases of the quality work at Østfold University College are described as a learning cycle.

When the term ‘students’ is used in this system description, it also includes students admitted to the PhD programme. These are employed as doctoral research fellows at the university college, at the same time as they are students on the programme.

The Norwegian Theatre Academy has a different organisation than the faculties, but roles and responsibilities generally correspond with what is described for the faculties. The Norwegian Theatre Academy is therefore referred to in the document as a faculty for the sake of simplicity. In addition, the term ‘dean’ shall implicitly apply to the management of the Academy, and the term ‘faculty board’ shall implicitly apply to the section board at the Academy.

Legal basis, regulations and strategies

The Quality Assurance System for Education is based on relevant laws, regulations, framework plans and routine descriptions:

Key guidelines – systematic quality assurance requirements laid down in legislation and regulations

- Section 1-6 of the Act relating to Universities and University Colleges stipulates that universities and university colleges must have a satisfactory internal system that assures and further develops the quality of education.
- Section 2-1 (1) of the Regulations concerning quality assurance and quality

development in higher education and tertiary vocational education stipulates general systematic quality assurance requirements that assure and help develop the quality of educational provision.

- Section 4-1 of the Regulations concerning Supervision of the Educational Quality in Higher Education (Academic Supervision Regulations) stipulate more detailed systematic quality assurance requirements: strategy, implementation, monitoring, data collection, processing of declining quality, and use of results from the quality assurance work.

Other key documents

- Standards and guidelines for quality assurance in the European Higher Education Area (ESG 2015)
- Report to the Storting 16 (2016–2017): Quality Culture in Higher Education
- Strategic plan – Østfold University College (2023 - 2030)

Internal regulations and provisions

- Regulations governing examinations, admission to study and degrees at Østfold University College
- Regulations for Admission to Programmes of Study at Østfold University College
- Regulations relating to the degree of Philosophiae Doctor (PhD) and Philosophiae Doctor (PhD) in Artistic Research at Østfold University College
- Provisions on the portfolio of studies at Østfold University College
- Provisions on revision of the programme descriptions at Østfold University College

1 Areas of quality

NOKUT (the Norwegian Agency for Quality Assurance in Education) calls the path that students take from admission to graduation the students' learning trajectory. Quality in education is about facilitating the students' learning trajectory, where several different quality areas play a role. Østfold University College's quality assurance system is divided into six areas of quality that influence the students' learning trajectory and the quality of education. These areas are:

- admission quality
- programme of study quality
- learning environment quality
- teaching quality
- relevance quality
- outcome quality

These areas have an impact on the students' learning outcome and will be assessed systematically within each programme of study. In the overall quality assurance work, these must be seen in context, see Figure 2.

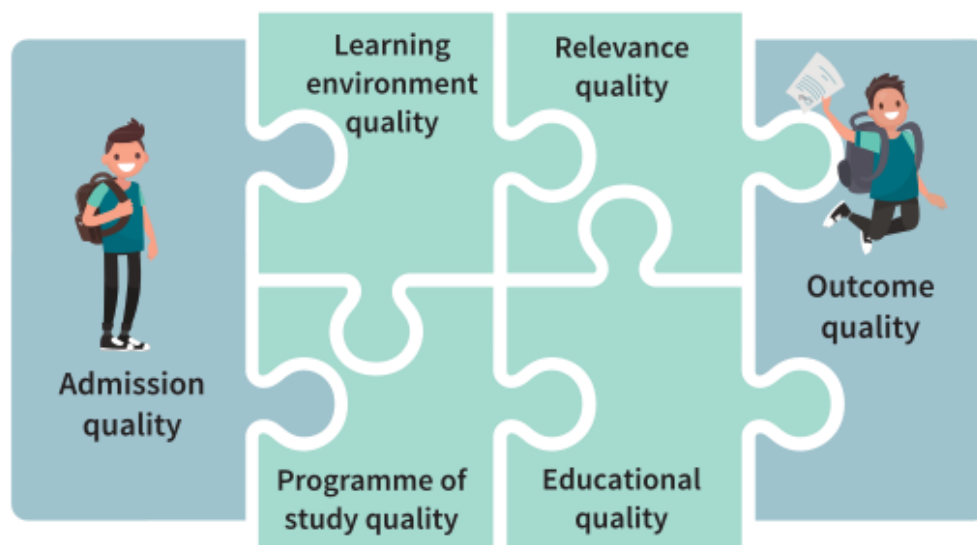


Figure 2. The six quality areas that together constitute quality of education at Østfold University College.

Admission quality

Admission quality is defined as prior knowledge and the students' academic level and motivation when they start their studies. Well-qualified and motivated students contribute to stability and attractiveness in learning and study environments. This means that the University College educates more candidates for working life.

In order to achieve high admission quality, Østfold University College will promote the educational programmes and recruit well-qualified students. This is done through targeted, visible and correct information about the programmes of study. Students will receive good guidance in connection with application, admission and the start of studies. Østfold University College must work towards achieving a good reputation in order to attract and retain well-qualified students.

Programme of study quality

The quality area deals with programme of study design so that students achieve defined learning outcomes. The structure of the programmes will provide a holistic coherence and progression. The content of the programmes of study must be research-based and designed in accordance with the learning outcome descriptions in the Norwegian Qualifications Framework for Lifelong Learning (NQF) and framework plans. There must be a clear connection between the content of the programme and the teaching, learning and assessment methods. Relevance to working life, supervised professional training, internationalisation and student exchange should be a natural part of the programme.

Programme of study quality requires clear programme of study management, with defined responsibilities regarding knowledge-based quality development. The programme of study coordinator is responsible for ensuring good meeting places in which to discuss the development of the programme so that the entire academic community, students, administrative support services and relevant working life actors are involved in the development of the programme of study.

Learning environment quality

Learning environment quality encompasses a number of factors that form the basis for students' motivation, learning, health and well-being. It includes pedagogical, organisational, physical, psychosocial and digital elements. These elements are often intertwined, and all affect the students' study situation.

The University College must ensure a study environment that promotes learning so that students are given the best possible prerequisites for achieving the programme of study's expected learning outcomes. Good follow-up, receiving and welcoming new students and integration into the learning environment are important elements.

The University College takes the principles of universal design as a starting point to create an inclusive physical, psychosocial and digital learning environment. The pedagogical framework conditions must promote students' learning through appropriate forms, content and parameters. The organisational learning environment must be designed in such a manner that it contributes to good systems for involvement, feedback and follow-up of students. The physical learning environment must be designed in such a manner that it creates good, inclusive learning arenas. The psychosocial learning environment must strengthen conditions that can positively impact the students' implementation skills and ensure their well-being and health. The digital learning environment deals with how digitalisation affects learning processes, including how the use of digital tools is integrated and utilised as part of the pedagogical activities within each subject area.

Teaching quality

Teaching quality encompasses the quality of the activities that contribute to student learning, and is created in encounters between students and knowledge, between students, and between educators and students. This requires an academic community with high academic and pedagogical expertise that facilitates student-active learning methods and which collaborates well with working life. In order to strengthen educational expertise and quality cultures, the Excellent Teaching Practitioner scheme at Østfold University College is a strategic instrument.

The teaching must be relevant, research-based, varied and in continuous development in accordance with societal developments. The students' learning will be developed through feedback, assessment, supervision and follow-up. Good interaction between students and academic and administrative staff is an important factor for student motivation and learning outcomes. The teaching must prepare the students for lifelong learning in a working life and society that is in constant change – they will learn to learn.

In programmes of study with compulsory supervised professional training, the connection between teaching and practical training must be clearly highlighted. The faculties are responsible for developing collaborative forums and procedures for the quality assurance and quality development of supervised professional training in all programmes of study where supervised professional training is integrated. Compulsory supervised professional training is important for students to acquire knowledge, skills and general competence, and develop attitudes in a future professional role.

Relevance quality

Relevance quality refers to the competence the students acquire being relevant to working life and/or further studies. Acquired qualifications will form the basis for new learning and application of knowledge in new contexts and in new areas. Students should be made aware of their competence so that they can orientate themselves in the labour market and communicate this to potential employers. The learning outcome descriptions must be designed in a way that clearly communicates the candidates' knowledge and skills to working life. The programme of study's work methods, such as project work, also play a key role in relevance quality.

The faculties must be in contact with working life, and educational and research institutions, both nationally and internationally. Relevant business and industry partners for the programmes they offer must be key collaborative partners. Along with these, the relevance of the programmes of study to business and industry will be discussed to ensure quality in the theoretical and practice-oriented part of the studies.

Outcome quality

Outcome quality concerns the extent to which students achieve the defined learning outcomes in relation to the educational objectives. Outcome quality can be measured quantitatively using various indicators such as examination results, drop-out rates, completion time and graduate production rate. The students' examination results should reflect the degree of achievement of the learning outcomes.

2 Responsibilities, participation and reporting

Students have a duty, both individually and through their elected representatives and the Student Parliament, to contribute to the quality assurance work. All employees are responsible for the quality of their own work, and for making sure that processes and procedures work well. Managers at all levels are responsible for educational quality, and all programmes of study should have a clear academic leadership. The University College Board adopts the portfolio of studies each year and is primarily responsible for ensuring that the University College works systematically on educational quality.

The students are involved at all levels: they are represented on boards and committees, as well as in less formal arenas, such as meetings with course coordinators, heads of studies/programme of study coordinators, deans and the Rector. Quality assurance reports form the basis for analysis, assessment and design of measures to further develop the quality of education. They provide knowledge about the organisation and the basis for strategic decisions on the portfolio of studies. Figure 3 illustrates the reporting line, central processes and committees. The Educational Quality Committee, the Learning Environment Committee, the Central PhD Committee, the Central Research Committee and the programme committees have important functions in the work on educational quality.

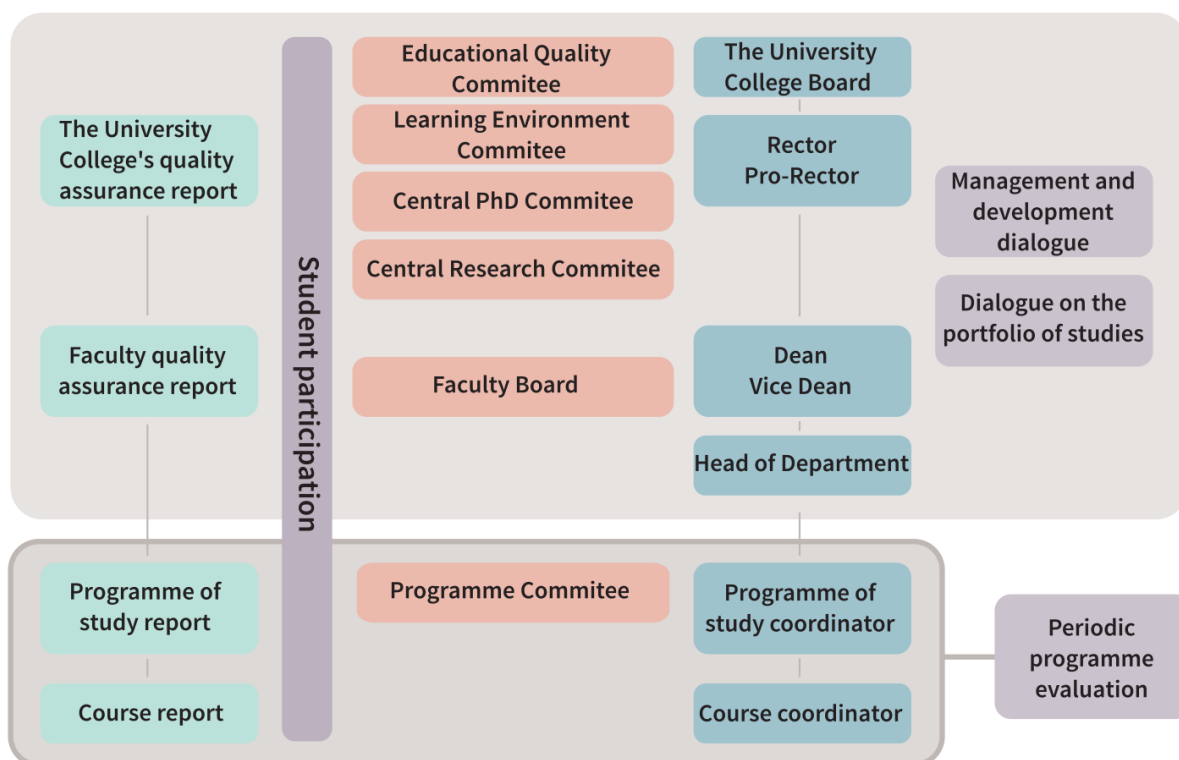


Figure 3. Reporting, participation and responsibility in the quality assurance work at Østfold University College.

Through annual management and development dialogue meetings between the University College and the faculty management teams, ways to follow up qualitative and quantitative outcomes are discussed, and binding action plans are drawn up. The Pro-Rector for Education conducts annual dialogue meetings with the deans on the development of the portfolio of studies. Comprehensive assessments of the portfolio of studies are topics for discussion, and results from quality assurance work must be included in the platform of knowledge regarding the assessment and strategic development of the University College's overall portfolio of studies.

After a course has been completed, the course coordinator must prepare a course report. After each academic year of study, the programme of study coordinator must submit a programme of study report to the dean, which is based on the course reports and the programme description revision report, and describes the educational quality of the programme. The dean must prepare a quality assurance report on the faculty's portfolio of studies. The Rector prepares the University College's quality assurance report to the University College Board.

Periodic programme evaluation must be conducted by all programmes of study every 5-6 years or when a minimum of three cohorts have completed their course of study (the latter may be relevant for programmes of study that do not have admission every year). Here, representatives from working life or society, students and external experts contribute to providing a comprehensive, strategic and external perspective on the quality of education in the programme of study.

Key reports, evaluations and surveys that are part of the work on quality of education are shown in Table 1. Arrangements have been made to ensure that the University College's quality assurance report can be used as a basis for the preparation of the University College's activity plan the following year, and its annual report to the Ministry of Education and Research.

Table 1. Overview of reporting, evaluation and surveys including responsibilities and deadlines.

Deadline	Name of report/evaluation/survey	Responsible party
20 January	Course report	Course coordinator
15 March	HiØ annual report	Chief Financial Officer
March	The SHoT Study (every 4 years)	The Student Welfare Organisation in Østfold (SiØ)
1 April	Programme description revision report	Programme of study coordinator
April/May	HiØ status report	Chief Financial Officer
April/May	Management and development dialogue	The Rector
20 June	Periodic program evaluation (every 5-6 years)	Dean
20 June	Course report	Course coordinator
15 September	Programme of study report	Programme of study coordinator
15 September	Learning Environment Committee annual report	Learning Environment Committee
1 October	Evaluation of the start of studies week	Director of Education
1 October	Graduate survey (every 3 years)	Director of Education
15 October	Applicant development and admission quality	Director of Education
October	Dialogue on portfolio of studies and student target figures	Director of Education
15 October	Faculty quality assurance report	Dean
November	The Student Survey	NOKUT
15 November	The University College's quality assurance report	The Rector
20 December	Periodic programme evaluation (every 5-6 years)	Dean
20 December	Activity plan	Chief Financial Officer

The following describes in more detail the sources of information that the University College uses to evaluate the quality of education, as well as the roles and responsibilities of the various actors in the University College's quality assurance work.

2.1 Student evaluations

The students play an active role in the University College's quality assurance work, and student evaluations are key when Østfold University College is to generate knowledge in order to assess the quality of course, programme of study, faculty and institutional levels. The evaluations are important sources of information to implement measures that can improve the quality of education. Information about how the students assess the quality of education, how the academic communities use the evaluations and the academic communities' own assessments are fundamental elements of the entire reporting chain in the quality system – from the course report and programme of study report to the faculty's quality report and the University College's quality report. Through a number of different

forms of evaluation, the students continuously provide feedback that both the academic community and management use in the further development of programme of study quality. The formal evaluations are related to the six areas of quality in the quality assurance system that the University College will systematically assess, and include the following surveys:

- **The start of studies survey** for all new students in August each year.
- **Course evaluations** of each individual course. The purpose is to give the course coordinator and the students an opportunity to take part in dialogue and provide feedback along the way, as well as ensure ongoing further development of the course.
- **Periodic programme evaluation** of all programmes of study every 5-6 years or when a minimum of three cohorts have completed their course of study. The purpose is to assess the quality of the programme of study and the possibilities for further development of the programme.
- **Graduate surveys** are conducted periodically among graduated candidates who have completed a bachelor's or master's degree at Østfold University College.
- **The Student Survey** is conducted by NOKUT in October/November each year for all students in their 2nd and 5th academic year of study.
- **The SHoT Study** is normally carried out every four years as a national survey on behalf of the largest student welfare organisations in Norway.

In addition, adapted evaluation schemes are carried out at the Norwegian Theatre Academy and externally funded continuing and further education programmes, as well as evaluation of special conditions such as supervised professional training and international student exchanges.

2.2 Management and responsibility

Course coordinator

The course coordinator is responsible for the planning, coordination and implementation of the course. The course coordinator must ensure that the learning and assessment activities are in accordance with and relevant to the learning outcomes. Each course must be evaluated in collaboration with the students. The course coordinator must prepare a course report and provide any necessary input for revision of the course and changes in course implementation for the next time the course is held.

Programme of study coordinator

The programme of study coordinator is primarily responsible for the quality and quality assurance work of each programme of study. The programme of study coordinator chairs the programme committee, and therefore leads the work involving the development of programme descriptions, follows up evaluations of the programme and writes a programme of study report. The role of programme of study coordinator may be held by the head of department, the head of studies, the programme manager or the academic manager. Programme of study coordinators for programmes with integrated supervised professional training are also responsible for the development and quality assurance of supervised professional training.

Head of Department

The head of department is the senior academic and administrative manager of the department. They report to the dean of the faculty and are a member of the faculty's management team. Heads of departments are responsible for studies that are affiliated with their department. This means that they are responsible for ensuring and developing good quality in the programmes of study offered by the department, together with other programme of study coordinators at the department.

Dean

The dean is primarily responsible at the faculty level for promoting a culture of quality and ensuring quality assurance and development of the programmes of study and the portfolio of studies at the faculty. The dean is also responsible for staffing the academic communities with the right expertise, the learning environment and interaction with the local environments. The dean writes the faculty's quality assurance report and presents it to the Faculty Board.

With regard to interfaculty programmes, the dean of the host faculty has the administrative responsibility, while the academic responsibility is shared jointly by the deans of the participating faculty.

The faculties have a vice-dean for education who has special responsibility for the faculty's work involving educational quality and the development of the portfolio of studies. Similarly, the faculties have a vice-dean for research with responsibility for research quality at the faculty.

Faculty Board

The Faculty Board functions as an advisory body for the dean on matters relating to the quality of education, and makes decisions in strategic plans for the faculty. Each year, the Faculty Board receives the Faculty Quality Report from the dean.

The Rector

The Rector is primarily responsible for ensuring and developing the quality of education at the University College, and is also responsible for ensuring that the University College has a satisfactory quality assurance system. The Rector must take the initiative to address relevant issues and proposals regarding quality developments, and present the University College's quality assurance report to the University College Board. The Rector presents matters to the Board that involve the development of the University College's portfolio of studies. The Pro-Rector for Education has the academic and administrative responsibility for coordinating the development of the University College's programmes of study.

The University College Board

The University College Board is primarily responsible for the quality of education at the University College. This means that the Board adopts general guidelines, processes relevant cases and monitors information regarding status. Every year, the University College Board receives a quality assurance report from the Rector. The University College Board adopts the University College's portfolio of studies.

2.3 Student participation

Student participation plays a key role in the development of good educational quality. Students are expected to participate actively in the teaching and development of educational quality in order to make the programmes of study and learning environments the best possible for themselves and their fellow students. Among other things, this can be achieved through participation in evaluations and representation on the University College's boards and committees.

The Student Parliament is the highest political student body for bachelor's and master's students at the institutional level and promotes student issues to the University College's management. The Student Parliament organises the various parts of structured student participation at the University College, from programme of study representatives to student representatives on the University College Board. The University College facilitates these activities and arranges representative training. There is also a collaboration agreement between Østfold University College and the Student Parliament in Østfold that regulates the collaboration and mutual contributions that take place between the parties.

The PhD Forum is a network of and for doctoral research fellows employed at Østfold University College, and doctoral research fellows must be represented on relevant committees at the University College.

2.4 Committees and boards

The various committees and boards play an important role in the work on educational quality. They also have different functions regarding this work. A complete overview of the mandates and composition of the committees and boards can be found on the University College's website.

Programme Committees

Programme committees are advisory bodies to the dean and the programme of study coordinator regarding the development of quality in programmes of study and the students' learning environment. All degree-conferring programmes of study and programmes in educational theory and practice must have a programme committee, and a programme committee may be assigned responsibility for several programmes of study.

The programme committee for PhD programmes also has the academic responsibility for the various PhD programmes. The chair of a PhD programme committee reports directly to the Central PhD Committee.

Central PhD Committee

The Central PhD Committee is chaired by the Pro-Rector for Research and Dissemination and is a strategic, coordinating and advisory body for the institution's management with regard to PhD education at Østfold University College. The committee is primarily responsible for quality assurance of teaching, forms of assessment and the learning environment in the PhD programmes. The deans at all faculties are represented on the Central PhD Committee.

Educational Quality Committee

The Educational Quality Committee is chaired by the Pro-Rector for Education and plays a key role in the systematic quality assurance work. The committee is a strategic and advisory committee for the

Rector and is closely linked to the programme committees. The committee helps ensure that the University College's programmes of study are of a high quality and reflect the University College's initiatives. Vice-deans of education are members on the Educational Quality Committee.

Learning Environment Committee

The Learning Environment Committee has been established in accordance with Section 4-3 (3) of the Act relating to Universities and University Colleges. The committee is an advisory and coordinating body for facilitating and ensuring that students at the University College have a sound and good learning environment. This particularly applies to the areas of teaching conditions, psychosocial conditions relevant to the learning environment, physical conditions, welfare conditions and students' social conditions. The Learning Environment Committee carries out statutory duties specified in Section 4-3 of the Act relating to Universities and University Colleges.

Central Research Committee

The Central Research Committee is chaired by the Pro-Rector for Research and Dissemination and has an overarching, strategic role in relation to research activities and artistic development work. This committee promotes good collaboration and network-building within the University College and externally with other research and artistic development communities. The committee is an advisory body to the University College's management. Vice-deans for research are members on the Central Research Committee.

Student Affairs Board

The Student Affairs Board has been established in accordance with Section 5-1 of the Act relating to Universities and University Colleges, and processes appeals against individual decisions made by the University College. The University College Board has also given the Student Affairs Board the task of making decisions pursuant to Sections 3-7 (8), 4-7 – 4-10 of the Act, making decisions in other appeals cases concerning students, (cf. Sections 5-1 (1) and 5-2 (5)), as well as making decisions pursuant to Section 12 of the Regulations relating to suitability assessment in higher education.

The Suitability Committee

The Suitability Committee is responsible for special suitability assessments of students regarding programmes where this is required. Suitability assessment is governed by Regulations relating to suitability assessment in higher education.

2.5 Reporting

Reporting safeguards quality assurance documentation requirements. The reports are also used to contribute to quality development. This is done both by the reporting at one level forming the basis for identifying challenges and possible measures for this level and the level above, and by identifying good results that are shared within the organisation. In this way, reporting is an important factor in the improvement loops. The University College's reporting line goes from course level to the University College Board.

Course report

The course coordinator submits a report to the programme of study coordinator after the completion of each course. Among other things, the course reports must include proposals for

changes in the course, and the reports must form part of the basis for the annual revision of the course descriptions. The report follows a standardised template regarding content and form.

Programme of study report

The programme of study coordinator submits a report to the dean of the host faculty in the autumn. Results from course reports and programme of study reports will contribute to assuring and developing the programmes of study in a systematic manner. The report follows a standardised template regarding content and form, and is based on course reports, programme description revision reports and various evaluations. The report is presented to the programme committee.

Faculty quality assurance report

The dean submits a report to the Rector regarding the work involving educational quality at the faculty. The report follows a standardised template regarding content and form and is based on programme of study reports at the faculty and completed evaluations.

The University College's quality assurance report

The Rector presents the University College's quality assurance report on education to the University College Board. The University College management team uses the quality assurance report as the basis for the University College's annual report to the Ministry of Education and Research in March. Information from the quality assurance report is used as a basis for decision making regarding the following year's educational plans. The quality assurance report is also important in the University College management team's dialogue with the faculties every spring.

Other reports

In addition to study-related reporting, a number of reports are prepared for various purposes at Østfold University College which help to assess the quality of education in various ways. The Section for Controlling prepares an annual status report that provides a quantitative overview of the organisation. Each academic year, the institution's learning environment work is documented in the Learning Environment Committee's annual report, which is attached to the University College's quality assurance report to the University College Board. In March each year, the University College also prepares an annual report to the Ministry of Education and Research.

3 Development of the portfolio of studies

Østfold University College's strategic plan 2023–2030 provides direction for the work in developing the entire portfolio of studies for the University College's three faculties and the Norwegian Theatre Academy. Østfold University College will offer educational programmes of national and international quality and relevance to help create a better and sustainable society. The programmes of study must be socially relevant, creative and future-oriented. The academic profile will be further developed and strengthened through prioritisation within the focus areas of 'The Digital Society' and 'Language in Education'.

Requirements in the Regulations concerning quality assurance and quality development in higher education and tertiary vocational education, and the Academic Supervision Regulations govern the University College's work on the development, approval and revision of programmes of study and

the portfolio of studies. The University College's internal provisions on the portfolio of studies and the revision of the programme descriptions describe the process, procedures and templates for the actual work. This is available on the Østfold University College website.

In order to ensure comprehensive and coherent programmes of study and good planning of courses of study in which focus is placed on learning and learning outcomes, the majority of the quality assurance work is organised around courses, programmes of study and the portfolio of studies, see Figure 4.

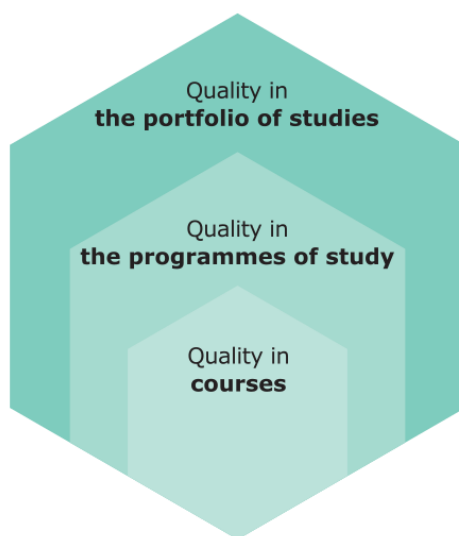


Figure 4. Quality in courses, programmes of study and the portfolio of studies is key to the quality assurance work at Østfold University College.

All programme and course descriptions are annually assessed to establish whether revision is required. A programme of study secretariat will be established to organise the revision work. A programme of study secretariat may include individual programmes or several programmes of study, but there is generally one programme secretariat per department, unless an alternative solution is more appropriate. For PhD programmes, the programme committee will act as the programme of study secretariat. The secretariat reviews and quality assures the programme and course descriptions, with emphasis placed on proposals for changes resulting from development requirements, evaluation results or input from the programme committee. Any changes that are made and an explanation for the changes are documented in the programme description revision report.

4 Non-conformity management

Students are represented on all the committees at Østfold University College that are relevant to educational quality and the learning environment. They can provide feedback on positive and negative aspects of the teaching and the learning environment through dialogue with staff, course

evaluations and learning environment surveys.

The students also have the opportunity to contribute and to report non-conformities via the University College's official channel of services. The channel of services goes from programme of study representative to programme of study coordinator or student council, from student council to faculty management or the Student Parliament, and from the Student Parliament (represented by the Head of the Student Parliament) to the University College's management team.

In addition, the University College has the *Speak up!* system that can be used by students and staff if they experience that reporting through other channels is not followed up, or if they want to report other, more serious matters. This system can be accessed via the Østfold University College website, where more detailed information is available. The website also includes information about the Student Ombud and how students can get assistance. The Student Ombud helps ensure that students' rights are safeguarded and provides impartial legal guidance related to study situations.

5 System revision

Quality Assurance System for Education is revised by the University College Board every four years after adoption. The next revision will be carried out in the spring of 2027. The University College Board may choose to conduct a revision at an earlier point as a result of external inspections and evaluations.

Minor, ongoing revisions as a result of changes in or adaptations to formal framework conditions, as well as technical and linguistic adjustments, are approved by the Rector.

6 Resources

More detailed descriptions of routines, templates, guides, provisions and guidelines in the work on educational quality can be found on the University College website. These are updated regularly in connection with the ongoing quality assurance work.