The domain/faculty's summary of developmental work accomplished

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: Theological Faculty

The two prioritised development areas in the KrUUt 2010-2012 at the Theological Faculty have been (a) development of grading criteria and (b) work- linked education.

Regarding the first area, (a) the development of grading criteria, the work performed has lead to distinct and useful grading criteria for bachelor thesis. The grading of especially the bachelor theses is therefore been brought in line with the principle of legal security. Furthermore the students get relevant and useful feed-back grounded in the grading criteria in teaching, supervising, examining and grading of the thesis. The process of further development is running and grading criteria for other courses are on their way.

The second prioritised area, (b) work-linked education, contains many different and fruitful initiatives. Some have been running for a number of years, like the subject didactics, which has been a part of the education of teachers in religion during several years. The subject didactics has however also been developed in to a special track at the first cycle course, Religious Study A, where students with different professional goals meet. This is an important development meaning that all students that follow the bachelor programme in religious studies will get training in subject didactics. This training in subject didactic will be of use independently of their future occupation.

The internship included in the Masters programs Euroculture, NOHA and Human Rights, is an extremely important part of the programs, because of the close interaction between the academic world and the students future professional life, not least by giving the students useful contacts for their future professional life.

The co-operation with one of the major stakeholders of the Theological Faculty, Church of Sweden, has gone trough some chances during the KrUUt-project period. In face of these changes the institution has kept a fruitful and active co-operation with relevant bodies within Church of Sweden, useful both for developing regular education and contract education.

Finally the faculty regards the initiatives that will widen the work-linked education to new areas such as health-care, and other relevant areas with in the municipality, most worthwhile and as important areas for further development.

The two areas prioritised by Uppsala University are both well covered by the work performed at the department and through faculty regulations and co-operations. The relatively high percentage of research time distributed to all lectures and professors is an important basis for maintaining and developing the research-teaching linkage. The more recent development where all master students attend research seminar when writing their master thesis is a highly valuable for developing a strong research-teaching linkage in all disciplines within the faculty. The students thereby take part in presentations of ongoing research and in academic discussion, not least by presenting and defending their own thesis in that context.

The Theological Faculty has long and extensive experience with boundary spanning programmes, trough having taken part in starting, developing and running two Erasmus Mundus programmes. In addition to these programmes the faculty also runs a Swedish program in Human Rights that spans over several institutions and faculties at Uppsala University, and furthermore co-operates with one other higher education institution. The new initiative where the Department of Theology has employed a legal scholar placed at the department, in order to contribute to teaching, supervising and examining at the three master programs, is a very innovative and useful solution for managing boundary spanning programs.

The initiatives started within the two, of the Faculty, prioritised areas (development of grading criteria and work-linked education) will continue as described above and in report 1 (I and II).

The Faculty of Theology will furthermore continue and broaden the development and initiatives described especially within the second prioritised area, work-linked education. The link between work and education has traditionally been strong within the faculty in relation to Churches and Christian denominations. This linkage will be of continued importance and the faculty will take an active part in the development and implementation of the new education in pastoral theology for musicians, deacons, educationalist and ministers in Church of Sweden. But the Faculty will furthermore put an increased emphasis and importance in developing the work-linkage to other relevant professions and fields in society, such as journalist, health care workers and educationalist in religion.

A further development of continued professional development is also an important part of the work-linked education in relation to both Churches and denominations, and for teachers in religion, that will be given priority.

Finally the faculty would like to highlight a new area for research and education that will start during the next academic year, namely *Islamic Theology and Philosophy*. Four academic courses are given within this filed during the academic year 2012-2013, a professor in Islamic Theology and Philosophy will be employed, and further education are being planned. This education in Islamic theology, ethics, philosophy and law is new to the academic field. In the future this research-based education can form a basis for new work-linked education reaching out to Islamic communities in the Swedish society.

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: Faculty of Law

The prioritized areas that the Faculty of law has identified as areas for development was 1) the expansion of the number of students in the Law Programme while maintaining the educational quality; 2) the achievement of a balance in international student exchange and 3) a new syllabus for the Thesis course for the Degree of Master of Laws.

As regards the first initiative, the Faculty has continued the efforts to ensure the quality of education during the expansion in the number of admitted students to the Law Programme. The increase of the number of admitted students began during the spring semester 2010 and the number of admitted students has risen from about 300 to 500 per academic year. The programme expansion will be fully implemented during 2014.

The increase of the number of admitted students has given rise to various educational challenges. The obligatory semester-long courses are now given twice a year, instead of once per year, which calls for increased resources as regards available teachers. We have hired 11 new lecturers in 2011 and will continue the recruitment of teachers. The increase in the number of students also requires new premises for studies and the preparation of seminars. Thus we have increased the resources as regards room for the preparation of the seminars. Our belief is that we are able to maintain the quality of education by taking such measures. In some cases the situation has been strained when searching for teachers to the courses, but we have been able to solve such questions for all courses.

As regards the second initiative, to reach a balance in international student exchange, there has for long time been an imbalance in the numbers of outgoing and incoming students, i.e. the incoming students have outnumbered the outgoing. There are great opportunities for our students to study a semester or an academic year abroad, and we also accept many foreign students at the law programme in Uppsala. The purpose of the international exchange programme is to enhance the quality of education. Focusing on course offers, and introducing the possibility of studying abroad earlier in the program, a balance is largely achieved. The number of outgoing students is now approximately equal to the number of incoming. The faculty will constantly monitor the development in this area and will take steps to ensure that the balance is being maintained.

As for the third initiative, development of a new syllabus for the Thesis course for the Degree of Master of Laws, the new syllabus includes the establishment of grading

criteria and the separation of the functions of supervisor and examiner. This work was performed in collaboration with other providers of legal education in Sweden. The new system has resulted in a greater differentiation of the grades for the thesis. We can also see that the qualities of the theses that receive the highest grades have improved. The new syllabus for the thesis for the Degree of Master of Laws was introduced during the fall semester 2011, and will be evaluated in the coming autumn to identify potential areas for improvement.

To sum up, we conclude that we are in the process of implementing solutions what we identified as prioritized areas to develop at the Faculty. We are continuously monitoring the development in these areas, and will also continuously identify new areas where we need to take measures to guarantee the quality of the education.

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: Faculty of Arts

The report should include the board's assessment of development initiatives accomplished (according to reports 1-3) and a plan for any continued implementation. Coming developmental work to be given priority is also to be reported.

The domain/faculty board can also choose to highlight examples of initiatives and modes of working that are not included in the priority areas but are nevertheless worth drawing attention to.

Since 2009, the Faculty of Arts has concentrated on three main areas of educational development, which have also been the focus of the Faculty's work with KrUUt/CrED. The areas are1) learning outcomes, examination and grading criteria; 2) student reception, student integration, mentorship programmes and alumni contact; and 3) teachers' individual pedagogical development.

The Faculty's strategy has been to integrate these tasks into the day-to-day activities of the departments and staff. Thus the Faculty Board has not organized special project groups or extra initiatives for selected staff. Instead it has been the duty of the Director of Studies at each department to direct the work in each respective area. The Faculty consists of eleven departments, and it has been up to each department to prioritise their own efforts within the three fields according to their own evaluation of the department's strengths and weaknesses. The work has been conducted by staff in conjunction with the routine departmental planning and execution of courses and programmes (teachers' meetings etc) and has been reported to the Faculty Director of Studies at the regular monthly faculty- wide meetings of department Directors of Studies. Consequently, the different departments have concentrated on different areas, but have at the same time profited from theexchange of ideas and experiences regarding the efforts and progress of other departments.

The departments have worked in different ways with learning outcomes, examination and grading criteriaThe focus has been largely on the development of courses for and the evaluation of bachelor's degree theses, in part in preparation forthe coming audit of degree programmes by The Swedish National Agency for Higher Education in 2012-2013. Mentorship programmes and projects to increase student integration have been developed in several bachelor's degree programmes. The Faculty has had the explicit strategy of allowing different processes within individual programmes in order to provide the Faculty Board an opportunity to compare and evaluate different approaches. An assessment of the various methods and means will be made in the fall term 2012. Departments have had on-going discussions concerning the pedagogic development of their faculty. One difficulty that has been mentioned is that planning and following up the plans for each staff member is time-consuming, and the Directors of Studies are pressed for time as it is. The Faculty Board is aware of the dilemma, and will investigate the problem and possible solutions.

Efforts have also been made to integrate educational programs between disciplines. Two examples worth mention are Archaeology and Ancient History and within the bachelor's degree programme for historians, which combines history, economic history and the history of science and ideas. The Faculty continues its endeavors to identify themes and courses that can be taught for students from several disciplines, which will provide the student both with more classroom instruction as well as with a broader view and a diversity of approaches and perspectives. The results of the initiatives will be evaluated in the fall, and the positive results will be shared and implemented in different departments and disciplines.

The Board of the Faculty of Arts has requested that the Vice-Chancellor establish two new transdisciplinary master's degree programmes in May 2012 which the Board feels have strong potential for success. The Board also believes that the strategic research-node initiative will enhance the research-teaching link at the advanced level.

In the fall of 2012, the Board of the Faculty will revise and evaluate the initiatives and projects described above and formulate measures for continued implementation.

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: Faculty of Languages

The report should include the board's assessment of developmental initiatives accomplished (according to reports 1-3) and a plan for any continued implementation. Coming developmental work to be given priority is also to be reported.

The domain/faculty board can also choose to highlight examples of initiatives and modes of working that are not included in the priority areas but are nevertheless worth drawing attention to.

The Faculty of Languages identified two main priority areas for the CrED period: working with grading criteria, in particular in the degree projects; and working with IT-support in campus education as well as in distance learning. In addition to this, research-teaching linkages was also among the faculty's own priorities.

The faculty's own pedagogical programme for this period focused on formal guidelines for curriculum, course evaluations etc. This was intended to strengthen a common practice on the faculty at large, as well as serve as a way to make work on individual courses easier with the formalities already clarified. A priority was to find ways to work that takes a minimum of extra time for the concerned teachers/administrators, by setting templates and guidelines that would allow focus to be on the content. Being a faculty with a large number of different degree subjects, and courses within them, often makes getting the formal documents in order a time-consuming effort. For this period this also meant that more efforts related directly to CrED came via the faculty board or working group, rather than growing from below (although we did have the latter as well).

Modes of working

The board Faculty of languages has developed the following method of working with educational quality involving these steps:

1. The Faculty board identifies the need to explore a certain issue.
2. All teachers are invited to a colloquium to which a teacher from another disciplinary domain or faculty, or staff from the Unit of Teaching and Learning, with experience of that issue is also invited. Having received experiences from other parts of the university, the teachers then discuss how those results can be adapted in the context of the faculty of languages.
3. A smaller group formulate a draft which is sent to the departments for review. Until 2012 this group would normally NUG, consisting of the deputy dean, the departmental directors of studies, a student and the faculty director of studies. In 2012, the faculty board appointed a new group, FUGA. In contrast to the former group the teachers in FUGA are not departmental directors of studies. The logic in this

modification is to underline the difference between the preparation and execution of the decisions made by the faculty board.

4. After considering the views from the departments the faculty director of studies and research present a proposal to the faculty board.
5. The decision is sent to the departments for implementation. This is usually done in dialogue between the faculty director of studies and research and the departmental director of studies.

The faculty board considers the method to be an effective way of ensuring that insights and experiences from other parts of the university is incorporated in the development work of the faculty. The use of faculty wide colloquium and departmental reviews have also proved to be successful way of making sure that decisions by the board are known and understood by all teachers involved.

The faculty board still sees room for improvements regarding the implementation of decisions at the departmental level. The issue is not whether or not decisions are carried out, but *how* this is done. Better forms monitoring and follow-up are likely to facilitate the dissemination of best practices within the faculty.

The faculty board considers the implementation of grading criteria for degree projects to have been successful. The board also considers the strategies for strengthening research-teaching linkages to be well suited for the faculty. However, the board also observes that these strategies only have been implemented to a limited degree at the departments. (See separate reports for a review of these projects).

The work of IT-support in education is an on-going process. As this was not as clearly marked as one of the overall CrED priorities, it is also more difficult to assess in relation to this. However, an overall aim for the faculty is to develop models for meaningful structured studies outside of the classroom hours. An early priority was to have a large proportion of teachers using "Studentportalen" in connecting with their students. This has to a large extent been achieved, though the extent of use varies. On some departments, however, the use by administration has increased, with clearer links to schedules and so on. This has meant that the students are more used to find information their and regularly search for it, which also makes the incentive for the teacher to use it.

A problem, however, has been on the advanced level, that PhD students that are not registered are not able to access the portal. In several instances PhD-students join the advanced level for courses/parts of courses or seminars; but they cannot today be included, thus forcing parallel systems. From the departments at the language faculty an effort has been made to upgrade the language studio with new software in 2011. In order to increase use of this resource in teaching, the faculty will for the fall of 2012 assign a teacher on part time to instruct and help teachers getting started with teaching in the studio, and in getting instructions allowing students to work easier on their own in the studio.

Furthermore, inspired by the CrED SIG on Supplemental Instruction the faculty decided to support four pilot projects using SI-inspired methods. One such project has already been fully implemented. The results are so encouraging that the method will be used in more courses. One problem has been to find a meaningful introduction (course) for the coordinator of the project. The students initiating the project in History has been very helpful, and allowed both the coordinator and the new student mentors to actually sit in on mentoring sessions, which

has been a good way to learn the model, as well as to bring the students in touch with each other. The coordinator also attended a course at Lund University.

The board had hoped that the work on constructive alignment of teaching methods, grading criteria and examination would have progressed further. However, due to a number of aspects such as the very large number of courses and work being devoted the national evaluation of the faculty's disciplines, this work is still in its early phases.

The board had identified Teachers' career ladder as CrED priority. However, the faculty decided to await the (at that time) pending decisions by the university board. The board is now in the process of finalizing the guidelines for promotion to excellent teacher. The guidelines underline the importance of continuous self-evaluation of pedagogical methods, active participation of educational development at department and/or faculty level and dissemination of lessons learned.

The Faculty of Languages has relatively few master-level students. Thus, one of the main priorities for the future is to increase the attraction of studying languages at this level. To fully implement the strategies for research-teaching linkages is seen as one important way to this. Integrating more components of working-life experience another.

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KrUUt-projektet
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Samhällsvetenskapliga fakultetens uppföljning av KrUUt10-12

Samhällsvetenskapliga fakultetsnämnden har anmodats inkomma med en uppföljning av KrUUt10-12. Nämnden uppdrog vid sammanträde 2012-05-31 åt fakultetens kvalitetsgrupp att sammanställa en redovisning av nämndens prioriterade projekt.

Nämndens prioriterade områden har varit Muntlig kommunikation och argumentation Pedagogisk meritering, Laborativ samhällsvetenskap, samt det s k SMART-projektet inom Företagsekonomiska institutionen.

Projektet avseende färdigheter i *muntlig kommunikation och argumentation* är ännu inte avslutat. Projektet har dock mynnat ut i att fakulteten med stor sannolikhet kommer att utveckla en egen färdighetskurs i muntlig kommunikation som studenter vid fakultetens samtliga institutioner har möjlighet att söka till.

Projektet avseende *pedagogisk meritering* har slutförts och utmynnat i att fakulteten som första fakultet vid universitetet fastställt riktlinjer för antagning av excellent lärare samt gjort en första utlysning med ansökningstid t o m 30 september 2012.

Inom projektet *laborativ samhällsvetenskap* har fakultetsnämnden beviljat särskilda medel för fyra delprojekt. Dessa projekt pågår fortfarande och en utvärdering kommer således att göras när projekten är slutförda. Av de inkomna rapporterna från de fyra inblandade institutionerna framgår dock att det med mer resurser är möjligt att åstadkomma bättre resultat. Nationalekonomiska institutionen talar t ex om att deras preliminära resultat pekar på att det hela varit en stor framgång och att studenterna är mycket nöjda. En generell resursförstärkning för grundutbildningen bör således ge positiva effekter på genomströmning och kunskapsinhämtning.

Det s k *SMART-projektet* förefaller ha varit framgångsrikt men samtidigt mer resurskrävande än vad institutionen förväntat sig. Fördelarna är en mer koncentrerad undervisningsdel för lärarna vilket lämnar mer tid

för sammanhängande forskningstid. Ett annat resultat är bättre pro-
gression i kurserna och förbättrad pedagogik.

Shirin Ahlbäck Öberg

Ewa Hjertsén

Bilagor:

Report 1. Communication and oral skills
Report 1. Rewarding teaching excellence
Report 1. Ekonomisk historia: laborativ samhällsvetenskap
Report 1. Freds- och konfliktforskning: laborativ samhällsvetenskap
Report 1. Nationalekonomi: laborativ samhällsvetenskap)
Report 1. Statsvetenskap: laborativ samhällsvetenskap
Report 1. Företagsekonomi: SMART-projektet
Report 2. Research-teaching linkages
Report 3. Development of programmes that span across faculty/domain
borders

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: Faculty of educational sciences

The faculty of educational sciences has been under a massive reform during the last few years. In addition to this the faculty has started five new teacher education programmes. In this context the additional pedagogical efforts of the faculty have focused on: a) implementing ICT in the teacher traing programs, b) improving systems of course evaluation and, c) increased quality and predictability in the examination of internship.

The work to implement ICT in the teacher training programs is currently in phase one and the work will continue in accordance to the plan specified in the project report. With respect to the course evaluation project the faculty and the department wwill intensify the efforts to get more students to answer the questionnaires, and in a more systematic way combine the written evaluation with focus-group based mid-course interviews. The project dealing with examination of internship will continue to explore ways to improve the communication between university teachers and the mentors at schools and preschools.

Assessment of the project involved in CrED: The work to implement ICT in teacher training programs could have started earlier. The synchronisation between the university and the municipality then would have been better. To further improve the quality of examination of internship it is important to improve the communication between mentors and university teachers. To further improve the work with course evaluations it is important to in a more direct way involve students in the process.

In the next couple of years the faculty will also conduct a pedagogical overview of the master programmes. Having already started, the department is working to finds ways into integrating the existing programmes, making full use of the available courses as well as developing new, faculty wide, courses. In addition to this the department will develop a masterprogram in English.

The university has directed funds to strengthen the research-teaching linkages in curriculum studies in the teacher training program. This far the faculty has used these means to find relevant research. The faculty will now go on to investigate the possibilities to use some of this money to educate university teachers further in how to actually teach the subject didactics. In addition to this the faculty will work with a project to understand why students on the teacher training program drop out.

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

*Disciplinary domain/faculty board: **Medicine & Pharmacy***

The disciplinary domain of medicine and pharmacy (DDMP) comprises the medical and the pharmaceutical faculties at Uppsala University. DDMP have professional educational programs (nurses, physiotherapists, biomedical scientists, pharmacists, medical doctors, specialist nurses, speech and language therapists) as well as general degree programs at the bachelor (biomedicine and pharmacy) and master levels (several subjects of medical and pharmaceutical science).

The different programs have reported a number of developmental activities and implemented developments relating to several areas of CrED. In addition, a number of faculty embracing activities have been performed. The summarized efforts within DDMP comprise a large variety of projects on several levels, from faculty or program related projects to small projects initiated by one or a few teachers. Students, teachers, course- and program leaders have been involved in the work.

Assessment of developmental initiatives accomplished

DDMP acknowledge the primary focus in CrED to enhance the quality in education and to find new ways to exchange good ideas and experiences across disciplines. The aim to illuminate and delineate developmental initiatives in education is welcomed.

General assessment of CrED activities

- CrED has shed light on pedagogical efforts.
- CrED has increased the awareness of *the Uppsala University teaching and learning guidelines for educational activity and development* and the possibilities that lies within.
- The opportunity to identify and freely choose specific priority areas relating to the respective needs was welcomed
- The idea to collect and distribute (through a central database/website?) good initiatives, knowledge and experiences, with both positive and negative results, within the university will enable any teacher to find inspiration, related projects and make contacts to get advice how to initiate or proceed with any developmental activity.
- Although generally well acknowledged by the leadership there has been some uncertainty about CrED and its goals among other teachers that are less involved in program or faculty work. However, the possibility to identify and freely choose specific priority areas of relevance for DDMP has resulted in involvement of a number of students, teachers in DDMP activities even though they were not really aware of CrED.
- Many evaluations over the past years have generated a general tiredness that dampened the enthusiasm for yet another evaluation
- The seminars were aimed to inspire and support the developmental activities but even though many good seminars were scheduled the number of delegates from DDMP has been low. The reasons for the poor engagement have not been evaluated but may be a consequence of late information/a general tight schedule for our teachers that are involved in not only teaching but also clinical activities and research. The seminars were recorded, which enabled

later access to the seminars. It is not yet analysed whether and to what extent this opportunity has been utilized.

Summary and assessment of specific developmental activities 2010-2012

Priority areas for DDMP (Report 1)

1. Examination
2. Generic skills
3. Pedagogic development of teachers
4. Research-teaching linkages

University-wide priorities

5. Research-teaching linkages (Report 2)
6. Cross-disciplinary education (Report 3)

1. Examination

Examination is a prioritized area of development both in both faculties of DDMP and a number of projects have been reported that focus on different aspects of examination procedures including alignment of course content and learning outcomes to assessment methods and establishment or improvement of assessment criteria. Partly as a result of the recent adjustment according to the Bologna process many programs within DDMP have been actively working with revisions of course curricula and examination criteria. In this respect, the listed CrED activities are more a sign of regular ongoing activities than new developmental activities that would not have been performed if it were not for CrED. However, the benefit of CrED is that the activities are now well documented, the awareness of the developmental projects has increased and it has enabled spreading of good ideas end experiences. A shorter summary with some examples of developmental achievements is given below.

The DDMP is responsible for many professional programs and it is of vital importance to keep the programs updated. The medical and pharmaceutical professions are subjected to many and rapid changes and we need to provide means for students to meet the demands in their professional life. This work comprises *alignment of course content and course /program objectives /program objectives with learning outcomes and criterion based assessment*. The objectives for *Bachelor Degree* and *Professional Degree* for the biomedical scientist program have been translated to course objectives in all course curricula. Seminars and lab instructions have been related to learning objectives and to ascertain that the objectives are fulfilled, examinations throughout the program are monitored. An overview of all course contents has allowed the possibility to accomplish progression of parts included in several courses in the program. All course coordinators of have been empowered with knowledge in learning taxonomy.

Examination has been the primary focus of developmental activities within the faculty of pharmacy. The course objectives were thoroughly evaluated in relation to the program objectives for the two *pharmacy programmes*. To emphasis the importance of alignment of course objectives and examination of learning outcomes, the annual education conference at the faculty of pharmacy where the majority of all teachers attend, focused on theory and practical exercises related to criteria based examination. The undergraduate board commissioned the departments to establish criteria based assessment on at least two mandatory courses and this work is now accomplished. Three pioneer faculty teachers (Ann-Marie Falk, Emma Lundkvist, Maria Swartling)

conveyed their knowledge and supported other teachers in their developmental work with specific courses. These activities inspired teachers to revise course criteria to be better suited for examination and the result of these CrED activities was establishment of criteria based assessment in several other courses in the programs. Teachers from both faculties within DDMP have developed a system for computer-based examination, for further details see *IT in teaching*.

Accomplished initiatives include developmental work to improve the assessment of generic skills (see also # 2). Standardized assessments and checklists of clinical examinations in *the specialist nurse program* towards psychiatric care have been developed. *OSCE* was adopted with a specific emphasis on assessment of communication skills. An extended course in communication has been included to ensure the progression of the communication skills during the program. At *the speech and language pathology program* all clinical supervisors have been asked whether intended learning outcomes correspond to the necessary skills, if the students had a prior satisfying theoretical knowledge, if the intended learning outcomes of the clinical course were adequate and if the examination procedures of the clinical skills were appropriate.

Several projects focused on *assessment criteria for evaluation of the undergraduate and graduate projects* in the respective programmes. The developmental work included both improvement of assessment criteria and work to clarify the examination procedures in the instructions to the students. The assessment criteria and checklist for undergraduate projects at *the pharmacy programs* were revised. In *the Bachelor of Science in pharmacy program* the instructions have been revised to place emphasis on the criteria that have to be fulfilled, including the deadline for submission of the thesis. Criteria, matched and aligned with the intended learning goals/outcomes, have been formulated and implemented in the thesis courses of *the physiotherapist program*. The aim was also to formulate the students' understanding of each learning goal and facilitate thesis supervision and ensure more equal examination of the final thesis. In addition, the criteria distinguished the difference between expectations on a basic level and an advanced level thesis. Guidelines for evaluation of the master degree projects as well as instructions to supervisors and students have been developed for *the master programs*. All documents are available to both students and supervisors and also include a checklist for evaluation of the students written and oral work – both for the presentation itself, but also a part concerning the laboratory work. Special care has been initiated to harmonize criteria and instructions of all laboratory programs. To simplify students' search for thesis projects and to stimulate cross-disciplinary activities, *MedFarmDoIT* has created a database with available projects. In this, the presented projects are searchable by topics, length and suggested prior education.

2. Generic skills

The professional programs of the DDMP highly rely on teaching of generic skills relating to the medical and pharmaceutical professions, for example clinical work and pharmaceutical counselling, but also more general communication skills. Preconditions for working-life are changing rapidly. Professionals are expected to have the power to acquire and adjust to new methods and techniques. This emphasizes the importance of life-long learning, which in turn must rely on a basic education where curiosity, reflection and critical thinking and scientific attitude have

been cornerstones. In addition, the interaction between different categories in the health care system has changed which puts high demands on the individual's capacity to engage in inter-professional work. Practice of communication skills and cooperation capacities are thus essential parts of the educational programs. DDMP finds that the projects within CrED focussing of generic skills, interactions and communications reflects an awareness of the importance of adjusting to the needs of the society and the future employers.

For the clinical practise, the *Clinical Training Center (KTC)* situated at the Uppsala University Hospital is invaluable to provide the students with necessary professional skills. Examples of developmental work at KTC include: x) development of procedures, assessment data and realistic training moments and examinations for students for the prehospital education in the ambulance *at the nurse program*. The project has been performed in collaboration with an ambulance supervisor and will use AssCE as an instrument for evaluation of skills; xx) development of a work place for inter-professional training using a simulated setting and an inter-professional approach to learning. Students from both *the medical program and the nurse program* meet at the KTC and train at least three high fidelity scenarios. The learning outcomes for these sessions are communication, teamwork and situation awareness, besides medical reasoning and knowledge; xxx) Introduction of OSCE-stations as part of medical education, assessing integrated medical problems on a high taxonomic summative examinations, assessing integrated medical problems on a high taxonomic learning level to assure synthesis of theoretical knowledge and practical skills of medical students, Theoretically and practically integrated stations at the KTC have been developed where each station presents an integrated medical problem for the students to solve.

Education at *the pharmacy programs* has the last years encountered problems related to the students knowledge of language, Swedish as well as English. The student population is multicultural which in many ways are positive and brings important global aspects to the development and management of drugs. However, even though many students enter the program after Swedish basic education the language skills are inadequate. This fact affects the student's ability to grasp theoretical teaching and also the communication training. The pharmaceutical profession demands excellent communication skills and training in communication skills is therefore prioritized throughout the programs. This training includes practising of oral and written communication and the developmental work is performed in extensive collaboration with *Språkverkstaden at the department of linguistics*. The communication skills presentations were introduced to ensure the student's personal progression of communication skills throughout the program.

An interesting initiative is *the interdisciplinary health reception* run by students and tutors from *the programs in pharmacy, nursing, medicine, physiotherapy and dietetics* have been offered to healthy seniors. The project gives the students an opportunity to learn more about each other's professional competence, to practice interdisciplinary work methods as well as to develop within their own profession with a focus on health and patient-centred conversation (motivational interviewing). All new teachers were given initial training on motivational interviewing. Other examples of accomplishments that will improve the quality of practical training are: x) assembly of a checklist for skills, aligned to the learning outcomes to ensure that medical

students have the opportunities to perform procedural skills during the clinical rotation. The list is offered as a teaching aid for students and their clinical teachers during the anesthesiology rotation; xx) investigation to which extent process-oriented supervision (intervention) improved nurse and midwife program students' theoretical knowledge in clinical practice and the development of increased self-awareness, empathy and readiness to act with regard to an ethical approach; xxx) development of student-centred learning activities - i.e. where students can learn together - in the delivery ward and the postnatal ward do cope with shortage of clinical placements., It is estimated that student-centred learning enhances collaboration, reflexive learning and decision-making skills; xxxx) development of a forum theatre game in *the speech and language pathology program* as an instructional tool for implementing supported conversation in aphasia to enhance observational, communicative, and negotiation skills in aphasia intervention.

3. *Pedagogic development of teachers*

It is a general perception that DDMP has an academic staff of teachers who are devoted to quality improvement in teaching and education. Unfortunately this work is not always acknowledged and there might be lack of support for teachers who are aiming at empowerment of personal pedagogic skills. Annual discussions of professional development may not always specifically focus on pedagogic development and DDMP appreciates the initiative at *the department of neuroscience* to focus on individual discussions on professional development regarding the teacher role. To support and ensure the teachers pedagogical development more than 80% of the teachers at *the unit of the speech and language pathology program* have yearly individual discussions regarding professional development in teaching and learning as well as individual pedagogical development programs.

DDMP is currently working with criteria for "Excellent teachers". *A teaching portfolio* and a website where teachers can keep track of their pedagogical competence, teaching skills and teaching qualifications have been developed in collaboration with *MedFarmDoIT*. The portfolio is included in the *Academic Teacher Training Course* offered to all teachers and researchers at Uppsala University. Today, 700 users have registered their own teaching portfolio on the website. The pedagogic portfolio will be a useful (if not compulsory) tool for teachers in assembling and organising pedagogic merits for an upcoming application.

4 and 5. *Research-teaching linkages*

The integration of scientific thinking and research practice is highly prioritised throughout the programs within DDMP and developmental activities are continuously ongoing to secure the research-teaching linkage. The majority of the teachers are researchers with ongoing active research and they are therefore updated with the latest research that they convey to the students. The programs offer many opportunities for the student to have close contact with research, especially towards the end of the programs, for example when they attend elective courses that are research oriented or during their undergraduate and graduate thesis. In Report 2 we describe the developmental activities related to ensuring research-teaching linkage within DDMP.

Besides regular activities CrED involves some specific developmental projects that are accounted for here. Students at *the bachelor program in biomedicine* spend one week at a research lab during their 5th semester working on the actual research project

of a PhD student. In some of the *master programs* in medical science even longer lab research projects are preformed in a realistic research environment. A course in scientific development has been integrated *in the medical program* where students will learn to read, judge and interpret scientific literature and also to write master thesis and use a half time checkpoint for formative assessment and opposition (both receiving and giving) as part of the final examination. Assigned course coordinators are monitoring the development of knowledge and scientific thinking during the writing process of students performing degree projects *at the biomedical scientist program*. The coordinators also benefit from scientific knowledge of value both for their own teaching and research. The degree projects of *master programs* have a solid link to ongoing research and are to a large extent preformed at research laboratories. In addition, students heading for PhD studies have the option to apply for the UGSBR research school during the second year of the programs, which means that they will spend also the third semester working on biomedical research projects at the academy or at biotech/pharma companies. A project aiming at analysing research-linked teaching has been performed at the *speech and language pathology program*.

6. Cross-disciplinary education
Education within DDMP span over the medical and pharmaceutical areas and also from these areas over to other areas within the Uppsala University. For detailed information about cross-disciplinary education, see Report 3.

Within the DDMP it is easy to collaborate and develop courses or course elements that span over the different professional or general degree programs. In medical and pharmaceutical professions teamwork is common and obviously it is important that the students early acquire a good knowledge about the specific competences in the different professions. It is therefore a general consensus that it is important for the students to meet over the boundaries between different professional programs. Many cross-disciplinary activities already exist. DDMP welcomes the interesting newer initiative that is accounted for at #2 where *the interdisciplinary health reception that is run by students and tutors from the programs in pharmacy, nursing, medicine, physiotherapy and dietetics* is described. Examples of cross-disciplinary education are also found at the master programs, where students often come from different undergraduate disciplines. For example, the master program in infection biology welcomes students with background in medicine, biomedicine, pharmacy, veterinary medicine, biochemistry, biotechnology etc. The broad prior background and experience of the students create an extra dimension to the exchange of knowledge and ideas beyond what the teachers alone can convey.

Examples of initiatives and modes of working that are not included in the priority areas

IT in teaching
The unit *MedFarmDoIT* is a resource that provides competence regarding the use of IT in teaching. The staff at *MedFarmDoIT* is involved in many developmental projects within the DDMP. A movie for students at *the midwife program* has for example been produced in collaboration with MedFarmDoIT, where initiation of breast-feeding is clearly shown commented by an expert-midwife. The common contents of *the specialist nurse program* will be available as web resources in the

form of lectures, presentations and tasks. The project will start with scientific methods and statistics and continue with leadership, ethics, and education. A system for *computer-based exams* has been developed which allows extended possibilities to broaden examinations of theoretical knowledge.

Revision of curricula

The bachelor program in biomedicine has reformed the entire curriculum and improved the progression of course modules. A short introductory course in economics and project management has been developed with the purpose of broaden the students' interest in non-research subjects, which could later be expanded during subsequent master studies.

A new module has been introduced during the introductory course of *the speech and language pathology program* to increase the students' awareness of their rights, responsibilities, and possibilities according to the documents *Teaching and learning at Uppsala University* and *Guidelines for Educational Activity and Development*. At monthly meetings administrators, teachers and student representatives meet to discuss the importance of course evaluation, procedures for following up evaluation results and how to give constructive criticism.

Plan for the continued implementation

The projects described in Report 1 are at present in different phases and of varying degree of completion. Some of the projects are either finished but not evaluated or still ongoing. Other projects are finished and they have also been evaluated. The results of the evaluations are positive and both students and teachers recognize that the developmental work has improved the quality. Some of the projects are also part of a strategic effort to encourage pedagogic projects within the medical faculty. These projects have received financial support during 2011 and have been presented to the committee for education at the medical faculty. The produced material (eg evaluation criteria, computer-based exams) will be available at the faculty web site. Many projects have focused on assessment criteria and examination. These projects have generated knowledge and experience that now will be implemented in other courses within the DDMP.

The responsibility for the continued implementation and also the continued work in ongoing projects lies within the undergraduate committees at the medical (GRUNK) and pharmaceutical (GRUFF) faculties that report to the common faculty board at DDMP. The accomplished project and also the experiences, positive as well as negative, from working with the project will be presented at an appropriate occasion when teachers and students meet to discuss education, for example at annual education conferences or teaching seminars.

It is important to continue to spread all pedagogical initiatives at Uppsala University. Documentation in a central database/website can enable the teachers to find ideas and contacts when they will initiate developmental projects and they can take part in previous experiences of similar projects. Uppsala University will also be able to use this database/website to highlight teachers that have contributed to an enhanced quality in education. These teachers input should be acknowledged and they can use their contributions as merits in the individual portfolio.

Coming developmental work to be given priority

The professional roles in medical care, pharmaceutical care and in pharmaceutical industry are rapidly changing. Treatment strategies in medical care are constantly change as new evidence based therapies comes into practice In addition, structural changes in hospital-care lead to fewer in-hospital days per patients and higher demands on quality care at home and improved interaction with the primary care and the social service etc. Work in the pharmacy currently undergoes dramatic and rapid changes as a consequence of the reregulation of the pharmacy market that ended Apoteket's exclusive right to retail drugs and medical supplies. The pharmacists also have new roles working in medical teams as clinical pharmacists.

Priority will be given to the continued revision and updating of the content in the curricula of the professional programs to ensure that the education meets the demands from the society. More specific, the nurse program has recently been granted financial support from the faulty to analyse the future role of nurse professionals and how this will affect the curriculum of the program. The curriculum for the 5-year pharmacy program has started a process that will lead up to a revised program.

Training in communication skills in the two pharmacy programmes will continue to be in focus for further development. It is important to keep a good balance between high quality teaching in theoretical core subjects and practical training and developmental work related to these matters will be given priority. Of particular importance is the continued development of the pharmacy practice, including work to further improve a high quality in supervision.

Report 4. The domain/faculty board's summary and evaluation of accomplished development initiatives

Disciplinary domain/faculty board: **The faculty of Science and Technology**

Assessment of developmental initiatives accomplished: In order to support learners and learning there has been a multifold of creative educational initiatives (2010-12), within the domain for Science and Technology at Uppsala University. In addition to the University pedagogical plan our faculty also has a plan of action regarding teaching and learning. Of outermost importance is the faculty council for educational development (TUR: **T**eknisk-naturvetenskapliga fakultetens **u**niversitetspedagogiska **r**åd). This council provides pedagogical education for our teachers and coordinates initiatives aiming for pedagogical development in teaching and didactic research. The board's assessment is that this is of high and crucial value for the whole faculty. The faculty has now adopted that permanently employed lecturers and professors can apply to become entitled "Excellent teacher". The criteria and assessment guidelines to be used have been developed by TUR. This will promote educational quality and competence among teachers and is an attractive career path. In seminars education is also provided on how to assess pedagogical merits and qualifications. The courses in scholarly teaching in science and technology (ämnesdidaktisk fördjupningskurs) are very important. In these courses good teaching/learning practices and disciplinary educational research are combined. Staff who have taken part demonstrate enhanced teaching, experience appreciation and a personal development. Furthermore, academic collegiality in teaching and learning practice is promoted through a large plethora of seminars, workshops and conferences. This year's conference (TUK) presented several examples of interactive and reflective learning. Within the faculty TUK functions as a highly valued cross road for exchanging experiences among disciplines and different educations. There are within the Science and Technology faculty funds for projects to renew teaching (TUFF). A network for teachers with these grants is organized, with feedback on the application and discussions concerning design, implementation and evaluation of projects and ideas for dissemination of results. Within the faculty didactic research is active, in particular "Physics education research" is performing forefront research in higher education. Other educational research initiatives are also vivid, for instance, in computer science where among other things a gender-aware course reform in scientific computing has been pursued. The many, varied and well accomplished developmental initiatives within the faculty are stimulating and inspiring, promote pedagogical leadership and result in improved learning and teaching environments. See report KrUUt 1 for many important examples.

Plan for continued implementation and prioritized developmental work: The plan of action regarding teaching and learning at the Faculty of Science and Technology is about to go through a renewal phase for 2013-1016. Many of the aims in the previous plan have been brought forward during this period, and it is a strength that the work with the renewed plan can proceed to build on achievements done. One of the areas to aim for in the next generation is a strengthening of the pedagogical leadership, in the organisation and that each teacher should have an individual plan with goals for their pedagogical development and be given coaching. This has been initiated and will be developed further. The high quality educational research within the Science and technology faculty is aiming to further develop connections with other domains, for instance, the Educational faculty.

Examples worth drawing attention to: The activities and initiatives by the council for educational development (TUR) are of fundamental importance to the faculty. There are many inspiring projects to be mentioned (see report 1), for instance, the gender-aware course reform in scientific computing and the supplemental instructions (SI) run be the students are important and facilitate reflective learning. Furthermore, the ability training project dialogue for natural science and technology students is a systematic and integrated communication ability training project (DiaNa). Students regularly learn their subject by training communication (writing, oral and in group), and when doing so they give and are given feedback and use a self-assessment portfolio to develop their abilities over their whole educational period. In the Science and technology faculty teaching-research linkages are inherent and the scientific method is integrated in most of our teaching, some examples are provided in report KrUUt 2. Interdisciplinary research as well as education spanning over boundaries is present and encouraged, for instance the programmes in sociotechnical systems engineering, and sustainable development are good examples and more are to be found in report KrUUt3.

Concluding assessment: The Science and Technology faculty can enjoy many and diverse educational developmental initiatives with students and teachers involved. There is a strong organization for coordination of activities, student learning is in focus and a scientific approach to teaching is applied. Thus the developmental trajectory for teaching and learning innovations is clearly initiated and a growing pedagogical leadership in our organization will promote best practice and also educational research in our disciplines.

The report should include the board's assessment of developmental initiatives accomplished (according to reports 1-3) and a plan for any continued implementation. Coming developmental work to be given priority is also to be reported.

The domain/faculty board can also choose to highlight examples of initiatives and modes of working that are not included in the priority areas but are nevertheless worth drawing attention to.