# Activity 6: Annual Report and Operational Plan (AR/OP) for the study programme in………………..

**Background and Purpose**

 *The annual report included in Activity 6 in the quality system for education at Umeå University[[1]](#footnote-1) aims to compile and analyse the information and data generated in Activity 1-5 and Activity 7. Activity 6 also includes follow-up of the annual report from the previous year and an operational plan for the next year. The operational plan aims at identifying activities for the development of the programme based on the analysis in the annual report.*

*The AR/OP should consist of 10-20 pages (excluding appendices). A degree target matrix should be made and included as an appendix to this document. Any additional appendices, such as a programme evaluation, can be attached if they are considered relevant.*

*Note! Remove the instructions in italics in the finished document.*

**1. General Description of the Study Programme**

***a)*** *State who was responsible for writing the AR /OP and the date when it was approved by the programme council.*

***b)*** *Briefly describe the overall purpose of the programme and which degree(s) the programme is aimed for. (Refer to the current programme curriculum and degree qualification descriptors).*

***c)*** *Describe/define and define the main area/focus of the programme.*

***d)*** *Briefly describe the content, structure and focus of the programme (and analyse content in relation to the needs of society and the labour market)*

***e)*** *Describe how the programme is organised in terms of management and support, specify programme council composition and participating department.*

***f)*** *Specify and analyse key figures that are relevant to provide a good description of the study programme.*

*Examples of key figures:*

*Number of first-time applicants (men /women) ht-23, ht-22, ht-21,*

*Number of registered student 3 weeks into the fall semester (men /women), ht-23, ht-22, ht-21,*

*Number of degrees issued (men/women) in 2022, 2021, 2020.*

***g)*** *Throughput, dropout, and dropout analysis. Data for throughput and the percentage of programme students who graduated are analysed and commented here. Appropriately, data is analyzed for the last three or five years depending on the length of the programme. How does the number of programme students change over the course of the programme? How many dropouts occur and why do students choose to leave the programme? Which programme do those who leave the program go to? How many are added by applying for a latter part of the programme? Source: Throughput reports LADOK.*

***h)*** *Predicted, but also unforeseen events that occurred during the past year. Here you can give examples of interesting guest lectures, seminars, new courses/moments, new teachers etc.*

***i)*** *Similarities with other study programmes at the university, also relate the programme to similar programmes at other universities.*

***j)*** *For programmes that involves other faculties, describe collaborations in between faculties or between Umeå University and other universities, both organisational and financial.*

**2. Previous year AR/OP or External Peer Review**

*Comment what happened after last AR/OP or external peer review if relevant. Describe if any quality-enhancing activities have been implemented. Describe if any conditions have changed or other things that may be relevant from the previous analysis.*

**3. Programme Evaluation (Activity 4)**

*Present a summary and analysis of the programme evaluation this year. The programme evaluation should contain information about the students’ and teachers’ views and experiences of the programme. The programme evaluation should also give students the opportunity to reflect on their own learning process and take an active part in developing the programme. More about programme evaluation can be found in the quality system for education (Activity 4).*

**4. Achieving of National Qualitative Targets (Activity 5)**

*The degree target matrix is ​​analysed with respect to goal achievement and progression. What strengths and weaknesses exist? Explain the need for change, the need for development and progression. Attach the filled matrix as an appendix. More about achieving national qualitative targets can be found in the quality system for education (activity 5).*

**5. Research Links**

*First and second-cycle education at Umeå University being linked to research means that it rests on an academic foundation, while artistic research is based on artistic processes and activities.* *Describe how research is integrated into the study programme (and in what way the education rests on an academic/artistic foundation). For example, if there are links to current research projects, and how the students during the training exercise their ability to understand, evaluate and use scientifically based methods, or theories and methods based on artistic practice.*

**6. The Programme Gives Students International Perspectives**

*Describe how the programme allows students to obtain international perspectives. Giving students international perspectives means that there should be an intercultural and global dimension to international exchanges. State the degree to which the teachers has access to international networks, which can be utilised by the programme.*

**7. Gender Equality**

*Gender equality is not only a matter of achieving equal gender distributions in various contexts. Gender equality also refers to attitudes, norms, values and ideals that affect the lives of people regardless of gender identity in the many areas of society.*

*Describe how gender equality is integrated into the programme, design and implementation. It can be about the content of the education, but also about dialogue about gender equality in connection with the planning of the education programme and in the teaching, the choice of literature and teachers, supervisors and external lecturers. Analyse admission statistics, teacher group and other things relevant to this perspective. Describe efforts that are planned to counteract inequalities in recruitment and throughput of students.*

**8. Quality-driving Cooperation Activities of the Programme**

*Describe cooperation activities aimed at supporting the programme’s development and the*

*students’ learning and transition to working life. This can include industry councils, project courses with external organisations, or external guest lecturers. If the studies are intended to include placements or CO-OP (co-operative learning), describe these activities, access to placement spots, and responsibility for how placements are to be carried out.*

**9. Perspectives on Sustainable Development**

*Sustainable development is about ensuring that people have the same long-term opportunities for social, financial and environmental living conditions. Describe how the content and execution of the studies contribute to giving students knowledge and skills in sustainable development, so that they upon graduation are able to work to realise the UN’s sustainable development goals (Agenda 2030). For more about the goals in Agenda 2030, see for example:* [*http://www.globalamalen.se*](http://www.globalamalen.se)

*In addition, UNESCO highlights eight key competences for meeting the sustainability challenges of the future (systems thinking, anticipatory competency, normative, strategic, collaboration, critical thinking, self-awareness and problem solving). For a description of the key competencies, see for example the following website (page 10):* [*www.unesco.de/sites/default/files/2018-08/unesco\_education\_for\_sustainable\_development\_goals.pdf*](http://www.unesco.de/sites/default/files/2018-08/unesco_education_for_sustainable_development_goals.pdf)

**10a. Student Influence and Student-Centred Learning**

*Describe the present situation for how students can influence their education, what decision-making groups they are part of, or something else that shows their influence.*

**10b. Student-Centred Learning**

*Student-centred learning and teaching play an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.*

*How does the programme work strategically with student-centered learning? Indicate how the design and examination of the teaching contribute to the students taking an active role in the learning process.*

**11. The Programme is based on Adequate Teaching Competence**

*Describe the availability of teachers and how this is related to the scope and structure of the programme in order to maintain long-term continuity. Indicate any needs for professional development of the teaching staff as well as any needs for new recruitments. For*

*vocational training, the professional competence of the teaching staff must be taken into account.*

**12. The Programme is offered in a Suitable Educational Environment with Suitable Teaching Methods**

*Describe the need for and access to special premises, equipment, and/or other infrastructure*

*needed to meet the programme’s needs. State whether measures are needed to improve accessibility. If the teaching takes place outside of Umeå University, describe the social and*

*physical study environment there. If the programme, partially or wholly, takes place online,*

*describe the special conditions of the programme. Explain the pedagogical structure of the programme, and how this aligns with the educational environment and teachers’ competence.*

**13. Future Activities based on the Activity Report**

*a) Operational plan for the next year*

*The operational plan describes which quality-enhancing activities the programme will focus on in the next year.*

*b) Long-term strategies*

*Describe if there are long-term quality-enhancing strategic initiatives that are planned for the coming years. This may involve new recruitment of teachers/teaching staff, establishment of new courses, development of new profiles, collaborative projects or other major initiatives.*

**14. Summary**

*Give a brief summary of the AR/OP, about 10-15 lines. State some aspects that work well (strengths) that should be maintained, as well as some development areas (weaknesses) that the programme needs to work on in the coming year. Also indicate any improvement made during the past year.*

1. https://www.umu.se/globalassets/fristaende-webbar/regelverk/engelska/first--and-second-cycle-education/kvalitetssystem\_190301\_eng.pdf [↑](#footnote-ref-1)