



## Action plan following IMER evaluation HT2023

April 8<sup>th</sup>, 2024

Recommendation	Action	Responsibility	Timeline
<b>1. Achieved study results match intended learning outcomes and the qualitative targets of the Higher Education Ordinance</b>			
–That the literature is reviewed in terms of updates in order to make it more recent. The panel also recommends consideration of how to frame the international aspect of the programme in the future.	Update the course literature in all courses.	IMER coordinator, IMER course leaders	VT2025
<b>2. Teaching is focused on student-centred learning</b>			
–That IMER considers how to encourage the students to be more proactive in their studies. We encourage IMER to continue working closely with ASK, but also that the forms for collaboration are examined.	Develop students’ freedom to follow their own research interests throughout the programme.	IMER coordinator, IMER course leaders	HT2024

<b>3. The content and form of teaching rests on scientific and proven experience</b>			
–That consideration should be given to updating the course literature in the syllabi and also to give the students freedom to select some literature of their choice. In addition, revising the title of course PDA085 should be considered so that the title reflects the module’s content.	Update the course literature in all courses (see above).	IMER coordinator, IMER course leaders	VT2025
<b>4. Teachers have up-to-date and adequate competence as regards their subjects and teaching and learning in higher education, and the numbers of teachers are in proportion to the scope and content of study courses and programmes</b>			
–That the workload of the teaching staff needs to be considered and monitored in order to ensure a good work environment for the teachers.	Workload to be reviewed via discussion in the IMER programme council and IPS leadership.	IMER coordinator; IMER council, IMER director of studies, IMER course leaders, IPS leadership	HT2024
<b>5. Study courses and programmes are relevant to the needs of the students and society</b>			
–That the link between the programme, the wider society and working life be strengthened.	Establish outside representation in the IMER programme council.  Pursue better contact and information exchange with IMER alumni	IMER coordinator, IPS leadership	HT2024  HT2025
<b>6. Students have influence in planning, implementing and monitoring study courses and programmes</b>			

–That possibilities for filling the vacancies within the program council be explored.	Establish outside representation in the IMER programme council.	IMER coordinator, IPS leadership	HT2024
<b>7. The study and learning environment is accessible and purpose-oriented for all students</b>			
–That the presence of some form of “early warning system” or procedure whereby students who are lagging behind are noticed be considered. The mentorship activity could become a permanent part of the programme.	Establish up student mentoring as a feature of the IMER programme	IMER coordinator, IMER director of studies	HT2024
<b>8. The study courses and programmes are continuously monitored and developed</b>			
–That how course evaluations are fed back to students and how possible changes according to evaluations are visible to students be strengthened.	Course evaluation process to be reviewed and improvements made where possible.	IMER coordinator, IMER director of studies, IMER council, IMER course leaders	HT2024
<b>9. Other views from the panel</b>			
–That a shared understanding of the international aspect of the programme be considered.	To be taken up as goal and agenda item in the IMER programme council, for further discussion.  Pursue better contact and information exchange with IMER alumni	IMER coordinator, IMER council, IPS leadership	HT2024  HT2025
–That the connection to society could be made both more evident and stronger.	Establish outside representation in the IMER programme council (see above).	IMER coordinator, IPS leadership	HT2024  HT2025

	Pursue better contact and information exchange with <b>IMER</b> alumni		
–That a workshop with students on how to cope with stress be organised, and meetings with older students and alumni be organised to support peer learning. The mentorship scheme is encouraged.	Schedule a workshop about stress and well-being in the <b>IMER</b> introduction course, alongside an introduction meeting with older students.	PDA085 course leader	HT2024
	Establish up student mentoring as a feature of the <b>IMER</b> programme	<b>IMER</b> coordinator, <b>IMER</b> director of studies	HT2024